DOCUMENT RESUME

ED 386 911 FL 022 337

AUTHOR Lee, Frances Y.
TITLE The Effect on Listening Comprehension of Using Television Commercials in a Chinese-as-a-Second-Language Class.
PUB DATE [Apr 94]
NOTE 214p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Advertising; *Audiotape Recordings; *Chinese; College Students; Cultural Awareness; Higher Education; *Instructional Effectiveness; Instructional Materials; *Listening Comprehension; Second Language Instruction; Second Language Learning; Statistical Analysis; Surveys; Testing; Test Validity; Uncommonly Taught Languages; *Videotape Recordings
IDENTIFIERS *Authentic Materials

ABSTRACT

This study measured the difference of the effect on students' learning of Chinese as a second language with the use of Chinese television commercials with both audio and video and Chinese commercials with audio only. Subjects were students (n=201) at Brigham Young University (Utah). Approximately 60 hours of commercial television videos, most in Mandarin Chinese, were recorded from Taiwan television. A pilot test of 5 commercials was conducted. Ten students were given pretests and posttests for each of the video and audio lessons during a 12-lesson course. There was a significant difference in student comprehension between video and audio sessions. Results of a statistical analysis suggest that although both methods produce gains, the use of video is shown be more effective in developing student comprehension than the use of audio alone. The audio-only approach did not offer as many cues to meaning and students were dependent on the instructor to explain things not seen. It is suggested that the potential impacts of teacher bias and training and test design be investigated in more detail as well as the potential impact of television commercial impact versus television programming impact. (Contains 86 references.) (NAV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 386 911

The Effect on Listening Comprehension of Using Television Commercials in a Chinese as a Second Language Class

by

Frances Yufen Lee

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Frances Yufen Lee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL022337

BEST COPY AVAILABLE

Chapter 1

INTRODUCTION

Non-native students of Chinese frequently begin their introduction to the Chinese language with written texts that present romanization and eventually Chinese characters. Due to the use of romanization and the later introduction to characters and the limitations which come from classroom learning, students often feel isolated from the authentic language and culture of the people of China. Teachers of Chinese as a second language also feel that they are isolated from others who use the language and live the culture they teach. This is because language taught in class is often unlike the language used in everyday situations. To link language instruction with the actual use of the language is a challenge for teachers of Chinese as a second language, for this may require that they expose their students to samples of authentic language from the very beginning of language study.

Since 1965, researchers have been recommending more realistic language experiences for second language learners. Researchers, such as Belasco (1969) have long urged that the contrived and controlled texts seen in most language textbooks should be generously supplemented by unaltered texts designed for an audience of native speakers (Belasco, 1969). Omaggio (1986), in her discussion of the role of logical context in comprehension, mentions that students need to learn either through authentic input or

through materials that simulate authentic input (Omaggio, 1986). According to Omaggio, it is through this exposure to authentic materials that students can learn a language. Rogers and Medley (1988) further indicate the importance of being natural in communication: "if students are to use the second language communicatively in the real world tomorrow, . . . they must begin to encounter the language of that world in the classroom today . . ." (p. 467).

In order to communicate naturally in a foreign language, researchers (Berry-Bravo, 1991, Bouman, 1990, for example) say that learners must experience the language as it is used for normal communication by native speakers. This cry for real communication has gradually brought a certain amount of authentic materials into today's foreign language classrooms. For example, at the University of Colorado, a fourth-semester French course was designed using a videotaped news broadcast as the major text of the course (Manning, 1988). In Brazil, Shepherd (1990) integrated a course on literary prose into an English-language component by using a short video of American short stories and found that students enjoyed the experience. Both reports show that by using authentic materials, students not only enjoy the experience, but also make progress in proficiency.

The term *authentic materials* in this study refers to language input that is originally produced by and provided for native speakers. That is, all forms of language which are used naturally as native language. The authenticity of

materials is therefore defined not only in terms of the actual words of the text, but also according to the form in which it is presented (Grellet, 1981). As it is *actual* and *natural*, Omaggio (1986) concludes that "students are more motivated when language-learning materials seem relevant to their communicative needs and interests and resemble authentic language use" (p. 313).

Although authentic materials are used in many classes, they are not effectively adapted by language instructors. Berry-Bravo (1991) suggests that instruction and activities that accompany authentic materials should build in students an awareness of different ways in which they can derive meaning from the language that they see and hear, rather than simply emphasizing the importance of the content itself. By listening such as taking an order from a menu, watching a weather forecast, or attending a slide show, etc., one can only get the audio input of the language. In typical communication, most listeners receive a great amount of visual input along with audio input. When authentic materials are used in class, it is essential for the teachers to design activities which can inspire students to dig deep into the input, be it audio or visual.

In order to guide students to make the most of their limited input in class, it is more important to focus on critical thinking and reasoning skills than to merely promote linguistic knowledge of the language. A teacher may start a class discussion from immediate topics common or appealing to

students to entice them to speak the target language. The acquisition of these skills along with the students' background and related experience will play an important role in reinforcing interaction in class. I feel that this interaction among students with each other is vital since communication is the purpose of language in all levels of learning.

Although both reading and listening are important receptive skills of language learning, a wealth of study has shown the importance of focusing on listening in the early stages of language study. Rivers (1981) further lends support to receptive skill development by pointing out that adults spend 40 to 50 percent of their time listening and 11 to 16 percent of their time reading. It would seem, therefore, that development of listening skills should have more emphasis in the language classroom than reading.

For the receptive language skills, Omaggio (1986) claims that little data exists to reveal the processes involved in second language acquisition. As early as 1969, Belasco characterized listening as the most underestimated and least understood aspect of foreign language. Pimsleur (1977) later also indicated that listening is the least well taught skill. These authors seem to suggest that usually, teachers expect students to pick up listening on their own when "the time comes", while learners continue to struggle with decoding input over which they have no control. However, although the least researched, Liddiard (1987) suggests that listening comprehension may be "the most vital area of language competence" (p. 2). We may thus decide that listening comprehension

requires more attention from teachers to help learners build up their proficiency.

Listening comprehension has received more attention in the last decade. Therefore it appears that it is being recognized that the development of this skill needs much more work. Herschenhorn (1978) concludes that reasons for its having been neglected may lie in the lack of proper language textbooks and materials. In Europe, according to the study of McCoy (1988), a number of language programs have successfully employed video as a teaching/learning device to enhance listening comprehension. Materials developers of French, German, and Spanish (Capretz, 1989, Coleman, 1990, Joiner, 1990, for example) have accomplished much in using authentic language input as their major base for receptive skills. Their studies show that language learners benefit greatly from their input, particularly in the skill of listening.

While audio materials are currently used very much in classrooms of other languages, not as many are being used in Chinese language classrooms. I feel that there is an urgent need for learners of Chinese as a second language to both hear and see the Chinese language in action. Authentic materials, by their nature, as research in French, Spanish, and German have shown, may provide abundant language input to language classes. In this era of video, no one can deny that most students are of the television generation. Most of our students today are accustomed to the format of video presentation and are increasingly expected to obtain information from oral rather than written

sources (Joiner, Adkins, and Eykyn, 1989). Authentic video materials thus play an important role in the field of language teaching (Baddock and Kassel, 1991). It seems, because students respond well to video, that there has been a video explosion recently in the world of language teaching (Tomalin, 1990). Coleman (1990) also indicates that using video clips, which are designed for native speakers as teaching materials in language instruction, are useful to most of the current language programs which claim to build up proficiency in communication. In order to distinguish between *audio* and *video*, the term *video* used in this research refers to the use of audio-video. That is, both the audio and video portions of a broadcast are used.

The process of communication not only requires speaking and listening but also involves the rich world of visual cues that we take in, such as body language, art, dress, or the entire physical world around us. True communication would require that we even be allowed to take in the smells, feel and taste of the new culture. Since it is hard for teachers to always provide all of the sensory input for their students, the use of audio and video may help compensate for the shortcomings of printed text.

Besides the classroom activities that authentic materials provide, they also serve as sources of a variety of professional presentations of up-to-date and realistic cultural materials that cannot be presented by a teacher alone in the classroom. In order to promote the teaching of Chinese in the non-Chinese speaking community, I feel that classroom materials must be provided to help

prepare students for actual communication, as has been done in other foreign languages. Although Chinese may be spoken as a native language by more people than any other language in the world, most Chinese learners do not have an opportunity to be actively exposed to the language as it is spoken by native speakers, to say nothing of using the language as a tool of daily communication. Obviously, as greater emphasis is placed on the development of functional ability in the foreign language classroom (Krashen, 1983), the materials used in the process of instruction become increasingly important. Although there is much video material available for European languages, there is not as much available for Asian languages. In a survey of catalogs and journals done by the author to determine what video materials are available in Chinese, very little was found. There are the normal sources of Chinese movies which can be used in the classroom, but it is difficult to handle a full-length movie with a beginning or intermediate language class. Also, many of the Chinese movies are not acceptable for language teaching. The popular martial arts films, for example, have little language content and are generally set in ancient or unrealistic settings. One anonymous colleague stated that it seemed that martial arts films only teach enough Chinese to offend someone and to get into a fight.

Cisar (1986) says that films used should reflect situations that are current or that are representative of the existing culture (Cisar, 1986). There are some good films available which meet this criterion and some work has

been done with Chinese video-disc by Ma Ching-heng, a professor of Chinese at Wellsley College. She has prepared scripts and lesson materials for *Strange Friends*, *Middle-Age*, and *The Great Wall*. But these are still full-length movies. Because it is difficult to present a full length film in bits and pieces over the course of a semester, there is a need for shorter, more concise video materials, such as *20 Short Plays* (Teng,1992), that allow the teacher to present a complete lesson and introduce new concepts in one or two class periods.

This is argued also in a recent report (1992) made by the Project for International Communication Studies (PICS). It said that teachers are finding that long video programs are hard to fit into an already crowded curriculum. Yet throughout the profession, teachers agree that authentic foreign video materials are an essential part of their curriculum, and many commercial language packages of French, Spanish and German video materials have been designed to meet this need. However, since there are few Chinese materials, something else must be found.

Among all the different types of authentic video materials available, television commercials offer a special and manageable kind of communication. The nature of commercials allows language learners to obtain exposure to language, culture and people who use the language. The use of Chinese television commercials can be a vehicle for decreasing cultural and social distance between beginning students of Chinese and the cultures of Chinese

speaking countries. However, according to my observation, many people in the field of teaching Chinese as a second language have been hesitant to adopt new trends of instruction. In contrast to teachers of the traditional European languages which have a rich amount of authentic material available, teachers of less commonly taught languages are only now feeling an urgent need to develop authentic materials to enrich their students' learning environment (Parkinson 1987).

To provide the opportunity to work on listening comprehension in Chinese, I have developed materials which are based on Chinese television commercials. These materials will give students the chance not only to comprehend the language of the commercial but also the possibility of taking an active part in that interaction in the classroom which serves to bring about communication. This thesis presents research on the effectiveness of such materials on listening comprehension in the Chinese classroom.

Statement of the Research Questions

In view of the fact that little research has been done on the effectiveness of authentic materials in the Chinese language classroom, and because television commercials are of the short duration that would fit within the limited class time and also provide appropriate linguistic and cultural input, the research of this study was designed to answer the following questions:

(1) What is the effect of using television commercials on the listening comprehension of Chinese as a second language students?

(a) How is that effect influenced by the type of presentation—audio/video or audio-only—of the commercials?

Chapter 2

REVIEW OF LITERATURE

In order to answer the question about the effect of using television commercials on listening comprehension of Chinese as a second language students and how that effect is influenced by the use of different types of presentations of the Chinese materials, it is necessary to do a review of authentic materials. Certainly, great attention has been paid to authentic materials in the past two decades, and a substantial body of research has been generated to examine the value of video aids in students' comprehension. The research done for this thesis focused on the effects of one form of authentic video materials, television commercials, on students' listening comprehension, and considered variables such as use of audio only and use of audio/video together. These variables are examined in the following review of literature. I also considered the related issues of type of video materials, value of authentic materials, culture's part in language learning, and methods of presentation.

Listening Comprehension

Of the basic skills (listening, speaking, reading and writing) used in learning a foreign language, listening has been viewed as "the most underestimated and least understood aspect" (Belasco, 1972, pp. 10-20). Lund (1991) states that listening comprehension should be treated separately from reading comprehension and that reading research may not transfer to

listening. Miller (1981) suggests that the human ear is "a major undeclared asset of the telecommunication industry"; it can dig a message out of "the most degraded kind of signal" (p. 61). These comments explain the awareness of listening skills that has been somewhat neglected until recently. Paulston and Bruder (1978) claim that this neglect apparently stems from the objectives of much language teaching where the students are not likely to be exposed to native speakers. Students may not speak to any other native speaker other than their own instructor, if he/she is a native speaker of Chinese.

Even as early as in 1971, Chastain argued that the goal of listening comprehension is to be able to understand native speech at normal speed. It is therefore extremely crucial that language teachers provide a range of speech situations that the students are likely to come across—from formal lectures to casual chats, from face to face encounters to telephone mail, and from radio to television presentation.

Although listening comprehension has long been neglected, Winitz (1981) remarks that current theories have observed this lack and emphasized receptive skills—particularly listening comprehension—before requiring extensive performance in the productive skills. The theory Winitz refers to is Asher's theory in which Asher (1972) indicates that learners need the silent or pre-speech period of language acquisition during which time they are to internalize language and which will later be generated spontaneously. Krashen and Terrell (1983) support this feature by postulating that fluency in

a second language is not taught directly, but emerges by itself as a result of competence which has been acquired through input.

With the increased focus on the role of listening comprehension in the language acquisition process, Wipf (1988) suggests that foreign and second language educators need to provide authentic learning materials which will augment the development of listening comprehension skills. Unfortunately, choosing appropriate listening texts for instructional purpose is a subjective process. Beatty & Payne (1984) have applied reading materials in listening research. Long (1990) says that, although their results show that readability measures may relate to measurement of listening comprehension, they do not take into account the majority of factors associated with language oral input. Recently Herron & Morris (1993) conducted a longitudinal study to compare the use of text-based instruction and video-based instruction in foreign language instruction. Their results indicated that students in the video-based condition significantly improved their listening skills and that the video-based program had positive effects on students' writing ability.

As the world becomes smaller and smaller, the availability of authentic materials, printed material, audio and video tapes of radio and television broadcasts in other languages, is growing rapidly. Language as it is spoken and understood by native speakers, with emphasis on cultural topics and global education for students, is the best possible resource for bettering student's listening comprehension (Cisar, 1986). Research has shown that

students expect and actually obtain more information from listening than from other modalities (Arcario, 1991; Tomalin, 1990, for example). Unfortunately, coordinating this medium with actual teaching of the features of a language is not fully understood or practiced by most instructors of Chinese.

Authentic materials

As early as the year 1969, Belasco instructed students to transcribe radio broadcasts, and then he discussed results with them. Results show that students benefited a great deal even if it was discouraging at the beginning. Therrien (1973), on the other hand, provided students with at least partial transcripts of broadcasts in an attempt to aid the listening process. Reports of these researchers and others reveal favorable consequences of bringing the target language to the classroom through the natural speech accessible over broadcast channels, that is, through one type of authentic materials.

There has been other rapid growth in research on the virtues of being authentic. Widdowson (1978) distinguished between genuine and authentic materials, using *genuine* to refer to the use of real-world materials in normal life and *authentic* to refer to the learner being required to deal with those materials in the classroom in "a way which corresponds to his normal communicative activities" (p. 80). When native speakers of the language listen to the material and do not analyze the syntax or grammar, this is *genuine* use of the materials. When students will discuss vocabulary and structure of the

material after viewing it in a somewhat genuine manner, this use of the material in a classroom is termed *authentic*. Later, Bensoussan (1986) proposed her *authentic* and *authentic-like* distinction which is similar to Widdowson's. Rogers and Medley (1988) define authentic language as the discourse that reflects a naturalness of form, and an appropriateness of cultural and situational context that would be found in the language as used by native speakers. Nostrand (1989), Baddock (1991), and Bernhardt and Berkemeyer (1988) also support the same idea. Accordingly, texts which are taken from sources such as newspapers and magazines, and tapes of natural speech which are taken from sources such as ordinary radio or television programs, are called authentic materials.

Authenticity

From the various definitions above, it seems that all forms of language samples which are not originally produced for the purpose of pedagogy may be referred to as authentic materials. However, authenticity, which is the degree to which language teaching materials have the qualities of natural speech or writing, is not defined only in terms of the actual words of the text, but also in terms of the form in which it is presented. Grellet (1981) suggests that, for instance, a newspaper article should be presented to students exactly as it appeared in the newspaper: with the same typeface, the same space for headlines, the same accompanying photographs or graphics, etc. This is

because such factors constitute non-linguistic cues to meaning and should be retained to make the reading task easier. Therefore, in terms of listening comprehension materials, a sample of spoken language such as an announcement from a railway station, a segment of television news, or a record of conversation, would be taken from a tape of the authentic situation.

Authentic texts have been reported to be highly positive for language learners at various levels of proficiency. Among others, Herron (1991) has recently conducted a study on twenty-three students in two classes of intermediate French. After a semester, the class which was regularly supplemented with *Champs-Elyseés*, an unedited radio program produced in Paris, outperformed the other class that shared the identical instructional approach and materials except for the authentic input from the *Champs-Elyseés* program in listening comprehension skill. Study results showed that listening comprehension improved with increased exposure to authentic materials.

A study by Marchessou (1990) showed that video not only can improve the skill of listening comprehension, but can also enhance literacy and composition skills if the programs show an adequate amount of visual and written material (such as sub-titles) and if teachers properly integrate the new medium into the existing curriculum with appropriate use of composition. Another study which was a survey of high school students in Portugal has confirmed the power of subtitles by documenting the impact of television on

teenagers' lexical and spelling skills in their own native Portuguese. The students watched captioned programs over a period of time and were then tested and found to write better and use a wider range of vocabulary than their French, American, or British counterparts of the study (Vieira, 1987).

Other than the language skills mentioned above, authentic texts also serve as powerful material in aiding the discovery and understanding of the underlying sociocultural context. Galloway (1989) and Garcia (1991) comment that authentic reading materials can form the basis for a wide variety of activities which are not only interesting and challenging, but will help students see the world in a new way and help them appreciate different points of view. Otto (1989) similarly concludes that use of video that has not been edited to suit a particular class is an excellent way for students to be exposed to significant amounts of authentic language.

Since various forms of authentic materials have their unique nature, these unedited, rough materials often vary widely with respect to vocabulary, structure, functions, content, situation, and length. Issues have been raised suggesting that using these unedited, natural materials in the classroom would seem to create more problems than it would solve. The distinction that Geddes and White (1978) made between types of authentic discourse, using *unmodified authentic discourse* and *simulated authentic discourse*, gives much insight to material developers. By *unmodified discourse*, Geddes and White refer to language that occurred originally as a genuine act of communication, such as

all the raw forms of authentic materials. On the other hand, *simulated discourse* is the language produced for pedagogical purposes, but exhibiting features that have a high probability of occurrence in genuine acts of communication. It is through this broader perception that teacher talk (categorized as simulated authentic discourse) can sound quite authentic and natural to the learners even though it usually tends to 1) consist of a simplified code, 2) be characterized by slower, easier and more frequent use of known vocabulary items, and 3) attempt to ensure comprehension via restatement, paraphrases, and the use of gestures and other nonverbal aids to understanding.

Like many others, Morley (1990), urges teachers to exploit more authentic texts in all levels of foreign language instruction in order to involve students in activities that mirror *real life* listening context. Omaggio (1986), in regard to students' preference, posits that students are more motivated when language-learning materials seem relevant to their communicative needs and interests and resemble authentic language use. Then in her guidelines for text selection, she suggests that a good textbook should include authentic language in exercises, readings, and dialogues, as well as many actual examples throughout the text, integrated with language practice activities.

Gilman and Moody (1984) have pointed out that authentic materials, by their nature, are more redundant than most materials prepared for language learners. They lend further support by indicating that while the richness of

these materials makes them appealing to students, their redundancy gives the students more clues to comprehension. Similarly, Joiner, Adkins, and Eykyn (1989) also suggest that, in the best of cases, students who are exposed to authentic materials, such as a foreign film that reflects an authentic lifestyle, can be highly motivated by the fact that they are able to deal with genuine oral language, the kind of language that they will encounter in everyday situations.

Based on the motivation raised within the learners, research has shown that the use of authentic materials will be effective. An attitude survey taken by Kienbaum and Welsty (1986), who compared traditional classroom contexts with communicative contexts characterized primarily by the use of authentic materials in instruction, revealed favorable attitudes toward the absence of the traditional textbook and a high degree of interest in current events materials.

Although it is widely observed that students prefer authentic materials, many of them, particularly those at the lower level of proficiency, often tend to panic when they hear native speakers in conversations, radio broadcasts, films, or other natural contexts. This is mostly because they try to focus their attention equally on every part of the discourse. They seem to think that they must understand every word in the discourse while they overlook the fact that even in their own native language, they rarely pick up all of the words in a given discourse. Omaggio (1986) relates that they may give up because they cannot possibly attend successfully to everything heard with equal intensity, even when it would have been possible for them to get the gist of it or

understand a few of the important details. As a result it seems that some language teachers feel this authenticity of the unedited materials may be more effective only in advanced levels.

Many researchers, for example, Morley (1990), Rubin (1990), Bacon and Finnemann (1990), James and Aldridge (1990), and Joiner (1990), argue that novices can understand and benefit from authentic texts and that an early exposure to such texts will help them develop useful strategies, particularly listening and reading for more complex tasks later on. Savignon (1991) recommended the inclusion of a wide range of pictorial and sound materials (songs, radios and TV programs, films, newspapers, magazines, cartoons, advertisements, illustrations) as simulators of interactions. Earlier, Savignon (1983) claimed the use of authentic language data has underscored the importance of context in interpreting the meaning of a text. She argued that

> . . . a range of both oral and written texts in context provides learners with a variety of language experiences, experiences they need to construct their own "variation space," to make determinations of appropriateness in their own expression of meaning (p. 270).

Authentic Video Materials

This is an audio-visual era. Television has been successfully adopted into educational instruction and has been recognized by many language

teachers (Lonergan, 1984 and McCoy, 1990, for example) as the most familiar and easily managed educational technology for the foreign language classroom.

In recent years it has become increasingly difficult to ignore the omnipresence and popularity of audiovisual media (Schulte, 1991). Of the many forms of authentic materials, video tape, which falls into two general categories—off-air recordings of broadcast programs and videocassette for rental or purchase—has gradually gained a position in the field of foreign language teaching. Not only is full-color video attractive to students, it also has tremendous pedagogical applications. Among the advocates, James and Aldridge (1990) declare that, since our students belong to the television generation, "we definitely are doing the right thing by bringing in audio-visual aids" (p. 1171). In the same vein Davies (1982) comments, "nothing makes a situation as real as seeing it, and television can contextualize language in a way no textbook or even audio tape ever can" (p. 9)

Otto (1989) also suggests that media-based instruction can significantly motivate and sustain interest in learning. In addition to other forms of authentic material, it is these videotapes of authentic exchanges between native speakers, radio and television broadcasts, films, songs, and the like that have long been advocated by foreign language educators as pedagogical aids that will stimulate students (Rogers and Medley, 1988 for example). Tomalin (1990), a well-known British video materials producer, observes that from a wide experience in training teachers in primary, secondary and adult education

worldwide, it is believed that the introduction of a moving picture component as a language teaching aid is a profitable addition to the teacher's source. The fact that our students are habitually stuck to television and are increasingly expected to obtain information from oral rather than written sources gives credit to language teachers who are adept at adopting materials and adapting them into classrooms.

Since video can provide more information than any other form of materials, it is regarded by teachers (Berry-Bravo, 1991, for example) as one of the most efficient teaching tools in a language classroom. Coleman (1990) further claims that video is to the spoken word what a book or newspaper is to the written word. Through taped television programs, language teachers can effortlessly access a varied resource of teaching materials. They can control and manipulate genuine spoken language as never before. Therefore, video meets the needs of spoken communication better than writing.

Bacon (1987), among many others, claims that authentic materials, designed and produced by and for native speakers, provide abundant language that is intelligible, informative, truthful, relevant, and sociolinguistically appropriate. Joiner (1990), advocates the term of *videotext* to point out that an entertaining television program is actually as deserving of the label *text* as is a written document. She argued that a classroom in which a teacher manipulates a VCR to facilitate comprehension of videotaped foreign language material would fast become the prevalent model in schools and colleges.

Coleman (1990) even predicts that by the year 2000, a language classroom without satellite TV will be an "anachronism" (p. 17). To conclude, the *videotext* may be an entertainment program, but, if it is used appropriately in the classroom, it *is* and should be considered as valid as a standard textbook.

Culture

In addition to communicative contexts, the visual element of video provides further information on the speakers, the communicative context, and the non-verbal elements of the exchange—posture, gesture, facial expression, and all the other body movement which play a more important role than linguistic information. Allen and Valette (1977) divide the cultural goals of the language class into four categories: increasing student awareness of the target culture; stimulating student interest in foreign language study; developing the ability to function in the target culture; and establishing an understanding of linguistic cultural referents, cultural values, and attitudes. It is this issue of culture that may combine the target language and the people who actually use the language in a properly authentic way. In addition to motivating students, Stempleski (1987) also suggests that authentic video provides an authentic look at the culture. This is not always the case since Chinese martial arts videos, as mentioned earlier, and many other types of videos do not reflect actual Chinese culture. Through viewing films and other programs intended for native speakers, students can see how people in the target language culture

live—their values, customs, clothing, food, and how the people in that culture interact with one another. In his presentation of off-air satellite recordings in the classroom, Coleman (1990) also suggests that video introduces socio-cultural information on a target country that is so vital to genuine linguistic competence. Baddock (1991) suggests that an insight into the thinking and behavior of the foreign culture is nowadays seen as part of communicative competence. Furthermore, Hughes (1984) indicates that it is this insight which helps students relate to the target value system and reach personal decisions about their own value.

In learning culture, students need to learn that some factors in understanding the meaning of any given communication are those non-verbal parts of the message, such as body language, which are peculiar to a certain culture. These non-verbal sources of information fill in our face-to-face interactions. Despite the fact that non-verbal communication is part of the way one acquires one's first language, most of the second language students lack an understanding of such factors. Thus, despite their frequently good linguistic skills, they are nevertheless unable to communicate effectively in many face-to-face cultural contexts.

Because most videos present abundant information of the culture and the people who use the language, carefully chosen video material can provide countless topics for cross-cultural discussions. The purpose of learning a foreign language varies enormously from one individual to another. Shotton

(1991) argues that a frequent theme is the value perceived in cultivating one's tolerance or understanding of another community. In light of cultural study, he further argues that culture should actually be the main activity in which we are seeking to involve ourselves. Since cultural study is so crucial in facilitating one's appreciation of the target language, the lack of teaching culture may be the most perceptible barrier to our ability to truly communicate with people of other cultures. Students need a text (be it written, audio or video) that presents a wide variety of cultural situations in order to learn and to develop their cultural awareness.

Although video is said to possess the advantages of providing all the paralinguistic features which may help students comprehend what is going on, it is very likely that students may get mesmerized by what they see and not receive the linguistic message. Marchessou (1990), in a recent experiment, found that the relationship between sound and image is diverging and sometimes dialectical. He concluded that this effect is caused by the fact that students sometimes pay more attention to what they see rather than what they hear. However, this situation can be reduced by teachers' providing guided questions in advance of actual viewing of the video segment. McCoy (1990) points out that, through carefully sequenced student tasks, video can be integrated into curricula. Therefore it is suggested that in adopting authentic materials into classroom, instructors need always bear in mind that instead of the material itself, it is the tasks that need to be remodeled.

Commercials

Major industry has invested millions to reach audiences with numerous products and along the way has afforded teachers some excellent classroom resources of short duration. Commercials for all sorts of products all find their way to appeal to their audience. Many studies show the effect of using commercials directly in language classrooms. Berry-Bravo (1991) claims that it is these commercials' idiomatic constructions, cultural assumptions and intelligible native speech that make them a valuable resource.

The brevity of commercial messages makes them ideal for repeated viewing and deciphering. A short segment can provide a wealth of linguistic material for one lesson. Even a 60-second commercial can be exploited to illustrate cultural and social phenomena as well as grammar and vocabulary (James & Aldridge, 1990). This phenomenon matches what Hall (1977) defines as high-context communication which is economical, fast, efficient, and satisfying. Due to this high-context nature of commercials, they might also be ideal for introducing culture learning at the very beginning of a language program (Shotton, 1991).

Wildner-Bassett (1990) argues that cultural learning is a process and not simply a matter of gathering facts about a culture; therefore, students need to learn how to experience a new culture as early in their instruction as possible. While each individual has a certain degree of stereotyped myth about the target culture, the presentation of commercials which are mostly composed of

concise language and intensive pictures may provide a great opportunity for each viewer to react personally and individually to the same stimulus. While many commercials distort reality, careful selection of commercials which reflect a more accurate portrayal of the language and culture of a country is possible. Shane and Silvernail (1977) strongly suggest that video, as a major force influencing people's perceptions of the world, provides opportunities to develop cultural awareness. In viewing them, learners say "Commercials not only expose students to a new semiotic environment, but also can help them decode various social messages in the culture of the target language and compare it with values they already know (Lawrence, 1987).

It has been shown by Galloway (1988) that 65% of all communication is non-verbal. Therefore there is a cry to use video to present the language in its social context and to describe the social background of linguistic activity by presenting the material surroundings in which the language is generated (Jensen and Vinther, 1978). Television commercials, accompanied with fast-paced speech, and fast-paced pictures, always convey an exaggerated appeal which is more impressive to its audience than other presentations.

In view of the characteristics that have been shown about authentic materials and the uses of commercials as authentic materials, it is hypothesized that students who use these will increase their listening comprehension. To accomplish the purpose of the study, which is to examine the value of video in teaching/learning Chinese as a second language, it is

hypothesized that the use of video is of more benefit to the listening comprehension of intermediate learners than is the use of audio presentation.

Chapter 3

RESEARCH DESIGN

The purpose of my research was to examine the effectiveness of television commercials on listening comprehension by second language learners of Chinese. In other words, I attempt to evaluate if video helps students comprehend spoken Chinese better than just use of traditional printed text and classroom teaching.

In order to determine whether videos would be beneficial to Chinese learners, materials were developed and the following experiment was designed after the development of the materials.

Lesson Material Development

The materials used in this study were designed for intermediate learners of Chinese as a second language. To develop the authentic material, approximately 60 hours of television commercials, public service announcements, news and weather broadcasting were recorded by contacts in Taiwan. Most of the broadcasting was in Mandarin Chinese. Materials which were entirely in Taiwanese dialect were discarded. Materials with Mandarin spoken with local accents were used if the content was considered appropriate. News and weather broadcasting was not selected at this time. I felt that the level of language in these broadcasts was at a more formal level than I wanted. While commercials can also have more formal language, they generally are

directed at the general viewing audience. After viewing the video tapes, I selected approximately 70 clips as possible material. The selection or discard criteria were as follow:

1. Commercials which were primarily visual with little or no speaking were discarded.
2. Commercials which had a distorted view of Chinese language or culture were discarded.
3. The commercials selected had to be interesting. Even 30 seconds of video can be too long if it is not interesting.
4. If the language level or content was too difficult, the commercial was discarded. It could be brought in for a higher level of lessons later.
5. Commercials that had dialogue in them were preferred over those with only narration. But narrative commercials were also selected.
6. Commercials which had little cultural value, such as those for cosmetics, patent medicine, or other similar products were discarded.

After further consideration of both language level and cultural content, the clips were narrowed down to 18 commercials which were then copied onto a master tape. That master tape was then edited to add titles for each of the clips. An English title appears on the screen for two seconds followed with one second of blue screen and then the clip. The title was not intended for student use, but was provided to give the teacher a clear beginning and ending point for the commercial. The title was not shown to the students to avoid

giving them any cues on the content of the commercial. In future versions of the tape, the title will be changed to reflect only the number of the commercial.

The language of each clip was then transcribed into printed Chinese. Vocabulary lists were prepared from the transcripts. Words which the students should already know were not included in the vocabulary lists. The 18 lessons were sequenced according to their difficulty level, which was determined by the total number of new vocabulary items used. For instance, Lesson One has nine vocabulary items, Lesson Ten has sixteen and Lesson Eighteen has thirty. Words that appeared in a previous lesson were not counted as new vocabulary. Sample sentences using the vocabulary were prepared with English translations and *pinyin* romanization, the phonetic system used by most non-native Chinese learners.

According to the content and the message of the commercial, a theme for each lesson was then set up. All the questions and discussion used before each clip focused on the theme so that students would have the least possible difficulty building up their background knowledge. An exercise was also created for each lesson to provide learners with a means of self-evaluation. Also, each lesson had a true/false exercise to examine learners' overall and specific comprehension of the content. The rest of the exercises included cloze work, sentence-completion, sentence reordering, matching, blank filling, selecting, rewriting, translation, and sentence making, which varied from lesson to lesson.

To avoid violating copyright law, as soon as the commercials were selected, letters were sent to the Minstry of Education in Taiwan, the director of the Cultural Division of the Taiwan Coordination Council for North American Affairs in San Francisco, and the head of the News Bureau in Taiwan to request assistance in seeking copyright clearance. The News Bureau head then contacted the Advertising Council in Taiwan and requested that the various agencies fill out a permission form allowing use and copying of their commercials for educational use. Permission forms have been received from all of the individual advertising agents, except for two agencies whose two commercials will be replaced in future copies of the videotape. One advertising agency was so cooperative that they even sent an updated version of the commercial that was selected and they included serveral other new commercials for my consideration. See Appendix B for a copies of the letters and a copy of one of the permission forms and its translation.

Materials Pilot Test

During the period of previewing, five sample commercials were selected from the 60 hours of video and were presented to a group of military personnel who were attending a United States Army Forces Command Chinese Refresher Class at Brigham Young University in April 1991. The purpose of this presentation was to get an idea of how acceptable Chinese commercials would be to a sample student population. The students felt that the short video clips

were easy to comprehend and were interesting. No attempt was made at that time to evaluate the effect of the clips on their comprehension. Later in December, 1991, a pilot test was conducted with another group of military personnel who were attending the same program. They were required to work with ten video clips and were required to do the homework exercises. While no formal evaluation was conducted, student evaluations filled out at the end of the two week refresher class indicated that they appreciated the use of the video materials but felt that too much was presented for them to absorb. A subsequent presentation to the military in April, 1992 used only five clips in two weeks. Students felt much more comfortable with that pace.

Fourteen clips were then used as supplementary materials in two sections of Chinese 201 in Winter Semester 1992. Questionnaires were used to determine student attitudes toward the use of the video clips (See appendix A for the questionnaires). The study was done to see if the materials were acceptable and useful as teaching materials (See Chapter Four, page 51). The study indicated that no revision of the clips or study materials was necessary other than minor editing of typographical errors. Procedures outlined below were used to present the materials.

Subjects

Students in Chinese 201 at Brigham Young University Fall Semester, 1992, were used as the subjects of the study. This group was chosen on the

basis of discussion with the director of the Chinese program at BYU. It was recommended by the director that the study last for the whole semester and be integrated with the teaching curriculum so that subjects would not experience a study effect and might benefit from the study, if there is any. There were ten students in the class during the selected semester.

The Chinese 201 class typically has a mixture of learners:

1) non-native speakers of Chinese who lived in Taiwan for a period of 22 months as missionaries for the Church of Jesus Christ of Latter-Day Saints who were exposed to the language in daily contact, natives or non-natives

2) speakers of another Asian language who have at least 22 months experience living in the environment of the language, and

3) learners who have never lived in an Asian community at all, but who have learned all of their language formally.

The first group of the learners have experience in most survival skills in the language and can carry on conversations at higher levels, especially when dealing with religious discussions. However many of them are illiterate or semi-literate in reading and writing Chinese characters. Their ability to speak and understand the spoken language provides little, if any, help in learning to read and write due to the non-alphabetic nature of the written language.

The second group of learners, those who speak another Asian language, includes some native speakers and some non-native speakers of another Asian

language with up to two years' experience in the target country. They may or may not have had experience with a Chinese-speaking community in their countries. They do, however, bring experience in beginning understanding of Asian culture and a mindset which can be useful in learning Chinese.

The last group are those who learn the language on campus without being exposed to a native Chinese speaking community at all. They have had limited experience in the four skills of reading, writing, speaking and listening. They learn the language in the classroom and have only their instructors and occasional Chinese friends to communicate with.

The class used in this research was composed of ten students. None of them were of the type in Group 1 listed above. Two of them would be classified in Group 2; four of them were Americans with Cantonese Chinese experience and one was a native Cantonese speaker from Hong Kong. The other five students would be classified as belonging to Group 3: they were American students who had studied Chinese 101 and 102 with no in-country experience in Chinese.

Treatment Procedures

In order to help students actively think about the theme of the lesson prior to the introduction of the lesson, many questions and discussion topics relevant to their life and experience were posed to guide their thought. These questions included guided and predicting questions.

Guided Questions

Guided questions are used to focus on the theme given by picking up conversation from the topics at hand. For example, in the theme of *Father and Son*, in which the generation gap is the focus, the classroom conversation starts by asking students their age and inquiring if they still remember when they were teens. Each question is built on the previous one and links with the following one. The purpose of this technique is to make sure that students are tuned right to the right channel—that they know what they are to listen for.

Predicting Questions

After the guided questions, when the students have already set up a rough frame for the theme, wild guess and prediction questions are then used, asking students to make specific predictions on what they might "see" in the commercial. Of course, for the lessons for the non-video treatment group, students are asked to describe what they might see if they are able to see the commercial. Predictions on the content of the video, such as the setting, the relationship between the characters, the type of conversation, etc. are made in this section. Students are encouraged to answer in Chinese. However, they may also use English, if there is a need.

Viewing/Oral Presentation

Both the treatment and the control groups received similar treatment in the guiding and predicting questions. That is, they went through the same

previewing procedures for probing and predicting. As the study is designed to examine the value of video, and the use of the video was the only variable, therefore, viewing of commercials was conducted alternatively. Each odd numbered lesson was presented with viewing of the commercial, whereas each even numbered lesson was taught with the audio presentation and no video. Since it is presumed that students had interest in the commercials which were not shown in class, a viewing of the commercial was conducted after its tests were administered. In doing so, students received the same amount of instruction as that of the earlier classes and were not deprived of their learning opportunities while being studied.

Recalling

The split of presenting the content of commercials orally or by use of video comes together from this step on. All students were asked to recall in English any 10 to 20 items or words that they had seen or heard in the treatment. To test true comprehension, they were asked to write in English. The number of items to be recalled depended on the length and complexity of each commercial. This was to help the students to focus more on the presentation and to take part in discussion.

Checking

A Commercial Information Sheet was created to help students organize the content of the commercial. They were asked to fill in information of what they had already grasped from the activities of previewing questions, viewing

or oral presentation, and recalling that had been conducted up to that point. The information was threefold: product, consumer, and language. Students were also asked to answer an open question which was designed to know if they wanted to use/accept the product/message and to give the reason (See Appendix C).

Comprehension Questions

Ten to twelve questions were posed orally to check comprehension. Differing from the previous questions, these were created to assist comprehending specific details of the commercial.

Further Discussion

Further discussion on the message, content, cultural reference of the commercial were conducted by posing questions. Students were able to expand their personal opinion, value, comment and judgement on a given viewpoint No specific answers were expected at this step. On the contrary, students were encouraged to speak out regardless of their viewpoints. All the discussion was centered on the theme of the lesson.

Instruments

Either video or printed text was the content of each treatment for the students. The printed text consisted of a teacher's manual and a student's workbook. Because this study was conducted to examine learners' listening comprehension proficiency, all the questions were presented orally. Therefore, the difference between teacher's and students' manuals was in the printed

questions, which included *Guided questions, Predicting questions, Comprehension questions,* and cues for further discussion. These appeared only in the teacher's manual.

Testing

Subjects were given a pre-test for each lesson prior to the instruction to test the knowledge that they already had. The same test was given after the instruction as a post-test to see the impact of using the video or audio tape. The tests were developed to be finished in approximately five minutes and were administered by the researcher. It was assumed that subjects would get used to the test form within the first two lessons so that test reliability would not be diminished.

The tests consisted of asking subjects to respond to five to six multiple choice items written in English. In addition to the multiple choice questions, subjects were also instructed to answer two or three open-ended questions as completely as they could in English or pinyin romanization. By allowing students to answer the questions in English, the tests focused on measuring what the subjects had indeed comprehended without causing them the anxiety of thinking how to construct Chinese characters. The open-ended questions, like all other questions, were asked in English. These questions were used only for further classroom discussion and were not included in the analysis of data.

Procedures

Subjects were taught the 12 lessons using videos or printed texts of Chinese television commercials and accompanying text during Fall Semester of 1992. One lesson was scheduled for each week. Lessons using video/audio and audio-only were presented in alternating weeks. For the purpose of fitting this study into the normal curriculum of the instruction, the class syllabus listed every Thursday as a commercial day so that subjects became accustomed to the flow of teaching and could get ready to learn the language in the frame of commercials, a language teaching method which was quite different from the instruction of other weekdays.

Because the instruction using commercials was different from other class activities, it was important to make sure subjects felt comfortable with the method. If, for any reason, the subjects did not feel comfortable with this method of teaching, they might have been hostile to the instruction or the tests and respond in an inappropriate manner. To avoid this situation, the researcher gave an orientation at the beginning of the semester to equip the subjects with the proper motivation. The students were told that experience gained from the pilots indicated that learners normally show great interest in matching what they have guessed and been guided to in the preview questions with the actual viewing/hearing of the commercials.

Three different approaches were used to check the effect of time on the gain scores. The first analysis divided the time into three four-week periods.

This would give some indication if there were any differences during the first four weeks and the next four weeks and the next four weeks. It could perhaps show if there was some consistency across the time.

Testing Procedures

As explained previously, subjects were given a pre-test and post-test on each lesson to check their listening comprehension. This procedure resulted at the end of the semester in a total of 14 pre-tests and 14 post-tests. Means and standard deviation were calculated for the pre-test and post-test and the scores were compared to determine the difference, if any, between the gain scores for students receiving the treatment with video and those receiving the treatment without video.

Data Analysis

Scoring

The multiple choice questions on the tests were scored using a set answer key. Each question was given a possible value of one point if correct and a value of zero if incorrect.

Validity

Test design was done very carefully to make sure that each test really covered the content of each specific commercial and did not use language that was not presented in the commercial. The test did not have questions which

assumed other prior knowledge of the content of the commercial, either language or culture.

Variables

Independent Variables

There was no distinct control or experimental group in this study, but the same group of subjects received the different treatments at different times. As this study attempted to determine whether there is a relationship between the use of video and non-use of video, the content of the commercials was a moderator variable which was taken into consideration. Another variable is the selection of commercials to be shown. Some have more difficult language or cultural content than others. Due to the small size of the sample, no effort was made to find effect of variables such as age, sex, nationality, or commercial selection.

Dependent Variables

The dependent variable of this study was the gain score for each student which was the difference of the post-test scores and the pre-test scores.

Data Analysis

As the scores are from the same subjects from two different times, the statistics test selected was an analysis of variance (ANOVA). In addition, standard descriptive statistics were used. The results of the ANOVA were

checked to see if $p<.05$. This would verify the hypothesis that the video treatment was more effective than the audio-only treatment.

Chapter Four

RESULTS AND DISCUSSION

As previously stated in Chapter 1, the research done for this thesis was to determine the answers to the following questions:

(1) What is the effect of using television commercials on the listening comprehension of L2 Chinese students?

(a) How is that effect influenced by the nature of the use of commercials—video presentation or audio presentation?

While literature in the field seems to indicate that use of video in the classroom is beneficial to the development of students' aural comprehension, little has appeared in literature to show the effectiveness of video.

In order to perform the studies, a series of television commercials were prepared, transcripts made and instructional materials were developed. Tests on the lessons were also prepared for evaluation of the students' aural comprehension. Due to the small number of students available, the students were given instruction with both video and audio one week, and, on alternating weeks, were given instruction with audio only. The students were given a pre-test and post-test each week and the results were gathered and analyzed. The analysis and results of the study follow.

Analysis of Data

Descriptive statistics for gain scores

Table 1: Descriptive Statistics for Gain Scores

	VIDEO		AUDIO	
	Mean	**Std. Dev**	**Mean**	**Std. Dev.**
Week 1-2	3.86	1.21	3.00	2.05
Week 3-4	3.90	1.10	3.30	0.95
Period 1 total	***3.88***	***1.11***	***3.15***	***1.57***
Week 5-6	3.90	1.45	2.30	1.34
Week 7-8	3.30	1.16	3.60	0.84
Period 2 total	***3.60***	***1.31***	***2.95***	***1.28***
Week 9-10	3.30	.095	2.89	1.27
Week 11-12	3.30	.048	3.00	0.67
Period 3 total	***3.30***	***0.94***	***2.94***	***0.81***
Grand Total	**3.59**	**1.16**	**3.01**	**1.25**

Gain scores are the differences between the pre-test and post-test for each week. In looking at Table 1, we find that the means of the gain scores of the video presentations are uniformly greater than the gain scores for the tests of the audio-only presentations. Gain scores for individual students can be found in Appendix E. However, the difference between the means for the video and the audio diminished each week during the test. Also the mean of the gain scores became lower each week. This seems to suggest that the students were improving their performance in aural comprehension. Also the improvement

would seem to be shown by the narrowing of the gap between audio and video gain scores.

An analysis of variance performed using the gain scores as responses showed that the differences seen were significant. The test showed that there was a difference between audio and video. Three different approaches were used to check the effect of time on the gain scores. The first analysis divided the semester into three four-week periods. This gave some indication if there were any differences during the three four-week periods. It showed that there was some consistency across the time. Gain scores were first used as the response and then the following three factors were used: 1) time period, which was split up into 3 time periods, each of 4 weeks, 2) audio and video interaction, 3) student effect. The analysis indicated that the time period probably had no influence on the student's performance. The key item that seemed to stand out was the analysis of relationship between audio and audio-video.

Table 2: Analysis of Variance—Three Time Periods

ANALYSIS OF VARIANCE —THREE TIME PERIODS						
Source	df	Seq SS	Adj SS	Adj MS	F	P
Students	9	16.375	17.125	1.903	1.25	0.283
Treatment	1	5.724	5.281	5.281	9.04	*0.015
Time Period (TP)	2	2.919	2.579	1.289	1.13	0.346
Students by Treatment	9	5.700	5.923	0.658	0.43	0.911
Students by TP	18	23.285	20.768	1.154	0.76	0.735
Treatment by TP	2	3.412	3.312	1.656	1.11	0.350
Students by Treatment by TP	18	27.619	27.619	1.534	1.01	0.463
Error	56	85.000	85.000	1.518		
Total	115	170.034				

In looking at Table 2, we see that the difference between the video and audio scores is significant with $p<0.015$. If the p value is less than .05, the result is considered significant. Because the F-ratio for treatment was less than 0.015, that would show that there was a significant difference between the audio and video. Time is not causing any difference. Although the gain scores were smaller as the semester progressed, the p value continued to be significant, which showed that the video treatment was more effective.

I then divided the time period into two six-week periods to see if the beginning half of the course showed any difference from the last half. Table 3 below, indicates again that although the means of gain scores for both audio

and video improved over time, the use of video still showed a better gain than audio only.

Table 3: Descriptive Statistics for Two Time Periods

	Video		Audio	
	Mean	Std. Dev.	Mean	Std. Dev.
Week 1-6	3.89	1.22	2.87	1.53
Week 7-12	3.30	1.00	3.16	0.84

After performing an ANOVA on the data using two time periods, the analysis once again indicates that there was a significant difference between the use of video and the use of audio. ($p=.015<.05$)

Table 4: Analysis of Variance—Two time Periods

ANALYSIS OF VARIANCE —TWO TIME PERIODS						
Source	DF	Seq SS	Adj SS	Adj MS	F	P
Students	9	16.375	16.738	1.860	1.30	0.249
Treatment	1	5.724	6.222	6.222	9.11	*0.015
Time Period (TP)	1	0.509	0.508	0.508	1.22	0.298
Students by Treatment	9	5.655	5.923	0.588	0.41	0.925
Students by TP	9	3.744	3.787	0.421	0.30	0.974
Treatment by TP	1	9.885	9.175	9.175	4.49	0.063
Students by Treatment by TP	9	19.810	19.810	2.201	1.54	0.148
Error	76	108.333	108.333	1.425		
Total	115	170.034				

Since the first and second ANOVAs seem to indicate that time was not a factor in the gain scores of the students in the class, another analysis was done using only one time period. Descriptive statistics have already been given in Table 1. After performing another ANOVA, Table 5 below indicates that there is still a difference between the use of video and the use of audio in the class. ($p=0.014<.05$).

Table 5. Analysis of Variance—One Time Period

ANALYSIS OF VARIANCE —ONE TIME PERIOD						
Source	DF	Seq SS	Adj SS	Adj MS	F	P
Students	9	16.375	16.621	1.847	1.25	0.277
Treatment	1	5.724	5.670	5.670	9.14	0.014
Students by Treatment	9	5.635	5.635	0.626	0.42	0.920
Error	96	142.300	142.300	1.482		
Total	115	170.034				

After reviewing the data thus far one more analysis was conducted. In weeks 1-2 both pre-test and post-tests had six items while in weeks 3-12 only five items were given. The time was then divided into another two periods as table 6 indicates.

Table 6: Descriptive Statistics for Weeks 1-2 and Weeks 3-12

	Video		Audio	
	Mean	Std. Dev.	Mean	Std. Dev.
Week 1-2	3.86	1.21	3.00	2.05
Week 3-12	3.54	1.12	3.02	1.24

The differences between the means still indicate that the students performed better after receiving the video instruction as opposed to receiving audio instruction only. However, when an ANOVA was performed the results in Table 7 were obtained.

Table 7: Analysis of Variance—Weeks 3-12

ANALYSIS OF VARIANCE —WEEKS 3-12						
Source	df	Seq SS	Adj SS	Adj MS	F	P
Students	9	18.259	18.351	2.039	1.75	0.091
Treatment	1	3.440	3.472	3.472	4.81	*0.056
Students by Treatment	9	6.432	6.432	0.715	0.61	0.782
Error	79	91.950	91.950	1.164		
Total	98	120.081				

This analysis indicates that while there is a slight chance that the difference between six items on the first two tests and five items on the remaining tests may be a factor, however the p value ($.05<p=0.056$) still is low enough to conlude that the use of video was more effective than the use of audio only.

In addition to the comprehension results, I also did a survey of students' opinion about the use of the video clips (See Appendix A). Fourteen questions were asked with responses of *strongly agree, agree, undecided, disagree, strongly disagree*. The students were asked to circle the response that showed their feelings about each question. The results were then tabulated by assigning a numerical value from five to one. The highest value was given to *strongly agree* and the lowest to *strongly disagree*. There were no *disagree* or *strongly disagree* responses.

The means of all of the questions (See Table 8) fall between *strongly agree* and *agree*.

Table 8: Survey Results

Survey Question	Mean	Standard Deviation
1. The preview questions and discussion helped me to predict the video clip.	4.7	0.48
2. The preview questions were at a level that I could comprehend.	4.3	0.48
3. The comprehension questions and discussion helped me understand the video clip.	4.6	0.52
4. The vocabulary list was adequate for my level of Chinese	4.4	0.70
5. The examples in the vocabulary list helped me understand the words.	4.7	0.48
6. The video helped increase my knowledge of the Chinese language	4.5	0.71
7. The video helped increase my understanding of the Chinese culture.	4.4	0.70
8. The picture content of the video was understandable.	4.7	0.48
9. The spoken language content of the video was understandable.	4.4	0.70
10. The written language content of the video was understandable.	4.2	0.92
11. I understood the content of the video.	4.5	0.71
12. I would enjoy viewing and discussing other Chinese video clips.	4.7	0.48
13. I would recommend this use of video to other students or teachers.	4.7	0.48
14. I felt that the exercises were at the right language level for me.	4.6	0.70

Question 1 had seven *strongly agree* responses and three *agree* responses.

Question 2 had three *strongly agree* responses and seven *agree* responses.

Question 3 had six *strongly agree* responses and four *agree* responses.

Question 4 had five *strongly agree* responses, four *agree* responses, and one *undecided* response. Question 5 had seven *strongly agree* responses and three *agree* responses. Question 6 had six *strongly agree* responses, three *agree* responses, and one *undecided* response. Question 7 had five *strongly agree* responses, four *agree* responses, and one *undecided* response. Question 8 had seven *strongly agree* responses and three *agree* responses. Question 9 had five *strongly agree* responses, four *agree* responses, one *undecided* response. Question 10 had five *strongly agree* responses, two *agree* responses, and three *undecided* responses. Question 11 had six *strongly agree* responses, three *agree* responses, and one *undecided* response. Question 12 had seven *strongly agree* responses and three *agree* responses. Question 13 had seven *strongly agree* responses and three *agree* responses. Question 14 had seven *strongly agree* responses, two *agree* responses and one *undecided* response. The students agreed that the video clips were useful to them.

From both the statistical analysis and student response it appears that the use of video in the classroom is more effective than the use of audio only.

CHAPTER 5

CONCLUSIONS

This study was designed to measure the difference of the effect on students' learning with the use of television commercials with both audio and video and commercials with audio only. The students were given pre-tests and post-tests for each of the video and audio lessons. The results of analysis in the previous chapter indicate that, although both methods produce gains, the use of video is shown to be more effective than the use of audio alone.

Most of the analyses indicate that there was a significant difference in students' comprehension when using video and audio. Some reasons that the students performed better in the audio/video lessons may be that people respond better to visual cues and that many people are from what might be called the Television Generation. The video in television commercials is especially designed to give many non-verbal cues. Material that might not be clear in an audio-only context could be made more understandable with use of the video. The audio-only approach did not offer as many cues to meaning and students were dependent on the instructor to explain things not seen, if any were offered.

There are various factors that could be investigated further. For further studies the following factors should be considered:

1. Teacher Bias

While I tried to maintain an unbiased approach to the presentation of the lessons, there may have been some favorable bias toward the use of video and some negative bias toward the use of audio only.

2. Teacher Training

If the video materials are going to be used by other teachers, training would need to be given to the teachers to help them make the most effective use of the materials. Lack of knowledge or ability on the part of the teacher could definitely affect the way the students perform.

3. Test Design

All analysis indicates that there is a clear difference between the use of audio/video and audio-only materials, but the one item of data as shown in Table 7 in the previous chapter shows that there is some possible connection with the change of number of questions on the tests. Future study will need to have a consistent number of items in each of the tests and perhaps more items on each test.

Looking Ahead

It occurs to me that the use of television commercials may have had more impact on the students than ordinary television broadcasting. Television commercials usually have more color, action and increased sound volume than does normal broadcasting. Yet it is also possible that many people are used to ignoring commercials. It might be worthwhile to also try different genre of

programming, such as news broadcasts, talk shows, family dramas, etc. These other types may have good effect on student learning.

In future years, it is likely that language classes will have more and more materials presented to them that are video based. Careful selection of material is essential to using video and audio in the classroom. Teachers will need to be trained to select good material. Video in foreign language is not good just because it is authentic. It also needs to have good language and culture content. As computer assisted instruction begins to come into the language classroom and multi-media presentations become more commonplace, teachers will need to sift through all of the materials and select those that will ultimately provide that goal of all language teachers—communication! This study indicates that video in the classroom is useful in helping listening comprehension and should be considered as a part of future foreign language learning environments.

Future versions of the videotape used in this research may have the English titles changed to index numbers only. This would encourage the students to follow the preview questions and discussion without any preconceived ideas about the topic of the commercial.

Conclusion

The comments furnished by the students during the semester and on the surveys indicated that they enjoyed learning from the video. They felt that the use of video was generally more motivating. Some of their comments were:

"The clip seemed fast, but after listening a couple times it was better. I like the video clips."

"The video is a very good way for learning."

"This video portion of class helps to make things more exciting. The different activities everyday help to keep my attention and interest."

"I didn't understand a lot because it was so fast, but I think that repeated use will help that to be better."

"The words were spoken fast, but that's how it would be in China/Taiwan."

"It is very useful and helpful but it is still very hard to understand Chinese—they speak so fast!"

The fact that they enjoyed the commercials so much may contribute to the affective domain. The enjoyment of the commercials and the presentation may have helped to offset the stress that they felt in dealing with the speed of the spoken language. This may help lower their overall anxiety level and allow them to learn better.

Furthermore, the data showed that the use of video increases comprehension. It should help in long term learning. The analysis and survey results support the thesis that use of video in teaching Chinese as a second language will increase students' learning. I hope that the results of this research will encourage other teachers of Chinese as a second language to make more and better use of video in the classroom.

APPENDIX A: CHINESE VIDEO LEARNER QUESTIONNAIRE

Chinese Video Learner Questionnaire

Background Questions

Please answer the following questions to give us your background. Circle the answers for the questions that have choices and fill in the blanks for the other questions.

1. What is your sex? M F

2. What is your age?

3. What is your first language?

4. Have you studied Chinese Mandarin before? Y N

5. How many months have you studied Chinese Mandarin? (1 semester = 4 months)

6. Where did you learn Chinese Mandarin?

7. Are you currently enrolled in a Chinese Mandarin class? Y N

   If so, which class?

8. Which romanization system do/did you use?

9. What form of characters do you read? Simplified Traditional Both

10. Have you lived in a Chinese-speaking area? Y N

    Where was that area?

    How long did you live there?

11. Have you studied any other dialect(s) of Chinese? Y N

    Please list it (them)

    Where did you learn it (them)?

12. Have you studied any other foreign languages? Y N
    Please list them.

Please respond to the following items by circling the response that best fits your feelings or attitude about the video, discussion, and exercises.

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

1. The preview questions and discussion helped me predict the video clip.

   SA A U D SD

2. The preview questions were at a level that I could comprehend.

   SA A U D SD

3. The comprehension questions and discussion helped me understand the video clip.

   SA A U D SD

4. The vocabulary list was adequate for my level of Chinese.

   SA A U D SD

5. The examples in the vocabulary list helped me understand the words.

   SA A U D SD

6. The video helped increase my knowledge of the Chinese language.

   SA A U D SD

7. The video helped increase my understanding of Chinese culture.

   SA A U D SD

8. The picture content of the video was understandable.

   SA A U D SD

9. The spoken language content of the video was understandable.

   SA A U D SD

10. The written language content of the video was understandable.

    SA A U D SD

11. I understood the content of the video.

    SA A U D SD

12. I would enjoy viewing and discussing other Chinese video clips.

SA A U D SD

13. I would recommend this use of video to other students or teachers.

SA A U D SD

14. I felt that the exercises were at the right language level for me.

SA A U D SD

Please use the following area for any suggestions or comments on the video, questions or exercises.

APPENDIX B: COPYRIGHT CLEARANCE DOCUMENTS

Copyright Clearance Documents

I worked with Mr. Kim L. Smith, a member of the faculty of the Humanities Research Center, in drafting the letters requesting copyright clearance for the television commercials. I felt that permission would be granted more readily to a university rather than any one individual. Therefore most of the correspondence written from BYU is signed by Kim Smith. Since both of us had talked to Lee Chen-ching, we both signed the letter to him. The texts of the various letters follow.

May 5, 1992

Ministry of Education
Minister Mao Kao Wen
Chung Shan South Road
Taipei, Taiwan, R.O.C.

Dear Minister Mao:

At Brigham Young University, we are currently developing an interactive video/computer program for students of Chinese. The lessons in this program will be used to enhance students' listening discrimination, comprehension skills and cultural awareness. We are planning to use several different kinds of video footage for the program. We have selected video clips of several commercials which have both language and cultural content that would be very useful in learning Chinese. We want the students to have an authentic look at modern China. The quality of many of the television commercials not only sells a product but opens a small window on Chinese language and culture. We would like to include them in the lessons we are creating. These interactive video/computer lessons will ultimately be made available commercially to the Chinese language programs at other public and private schools at the elementary and middle school level and at institutions of higher education. At present the United States Foreign Services Institute, National Foreign Language Center, Defense Language Institute and The Ohio State University are very interested in being able to use these materials.

I have written to the News and Broadcast Bureau of the Administrative Yuan requesting permission to use these commercials. I am also writing to ask if you could assist me in gaining permission to use and make copies of the various Chinese commercials for the program we are producing. A prompt reply giving approval will allow us to continue to develop this unique method of instruction. Enclosed are transcripts of the commercials and a videotape of the commercials that we would like to use. If we find other commercials that would be useful for teaching Chinese, we will contact you.

Thank you very much for your help.

Sincerely,

Kim L. Smith
Associate Research Consultant

May 5, 1992

Mr. Hu Chih-chiang
News Bureau
Administrative Yuan
#2 Tian-tsin Street
Taipei, Taiwan, R.O.C.

Dear Mr. Hu:

At Brigham Young University, we are currently developing an interactive video/computer program for students of Chinese. The lessons in this program will be used to enhance students' listening discrimination, comprehension skills and cultural awareness. We are planning to use several different kinds of video footage for the program. We have selected video clips of several commercials which have both language and cultural content that would be very useful in learning Chinese. We want the students to have an authentic look at modern China. The quality of many of the television commercials not only sells a product but opens a small window on Chinese language and culture. We would like to include them in the lessons we are creating. These interactive video/computer lessons will ultimately be made available commercially to the Chinese language programs at other public and private schools at the elementary and middle school level and at institutions of higher education. At present the United States Foreign Services Institute, National Foreign Language Center, Defense Language Institute and The Ohio State University are very interested in being able to use these materials.

I have written to the Ministry of Education requesting their assistance in gaining permission to use these commercials. I am also writing to ask if you could assist me in gaining permission to use and make copies of the various Chinese commercials for the program we are producing. A prompt reply giving approval will allow us to continue to develop this unique method of instruction. Enclosed are transcripts of the commercials and a videotape of the commercials that we would like to use. If we find other commercials that would be useful for teaching Chinese, we will contact you.

Thank you very much for your help.

Sincerely,

Kim L. Smith
Associate Research Consultant

May 5, 1992

Dr. Li Chen-ching
Director, Cultural Division
Coordination Council for North American Affairs
530 Bush Street, Suite 401
San Francisco, CA 94108

Dear Dr. Li:

Last November, Frances Lee Yu-fen and I mentioned to you that at Brigham Young University we were developing an interactive video/computer program for students of Chinese. The lessons in this program will be used to enhance students' listening discrimination, comprehension skills and cultural awareness. We are planning to use several different kinds of video footage for the program. We have selected video clips of several commercials which have both language and cultural content that would be very useful in learning Chinese. We want the students to have an authentic look at modern China. The quality of many of the television commercials not only sells a product but opens a small window on Chinese language and culture. We would like to include them in the lessons we are creating. These interactive video/computer lessons will ultimately be made available commercially to the Chinese language programs at other public and private schools at the elementary and middle school level and at institutions of higher education. At present the United States Foreign Services Institute, National Foreign Language Center, Defense Language Institute and The Ohio State University are very interested in being able to use these materials.

We have written to the Ministry of Education and the News Bureau of the Administrative Yuan requesting their assistance in gaining permission to use these commercials. We are also writing to ask if you could assist us in encouraging them to give permission to use and make copies of the various Chinese commercials for the program we are producing. If they could send prompt reply giving approval, that will allow us to continue to develop this unique method of instruction. Enclosed are transcripts of the commercials that we would like to use.

Thank you very much for your help.
Sincerely,

Kim L. Smith
Associate Research Consultant
Frances Lee Yu-fen
Materials Developer

Copyright Release Documents

A letter from Yen Rong-Chang, Director of the Department of Radio and Telvision Affairs was received telling of permission to use and copy the commercials for educational purposes. His letter addressed to Ms.(sic) Kim L. Smith is included in this appendix. Agreement forms were received granting permission to Brigham Young University to use and reproduce sixteen commercials for educational purposes. One of the agreement forms appears in this appendix and an English translation follows.

Letter informing of Permission

Government Information Office

Republic of China

September 4, 1992

Kim L. Smith
Associate Research Consultant
Humanities Research Center
3060 JKHB, Brigham Young University
Provo, Utah 84602
U.S.A.

Dear Ms. Smith:

We are happy to inform you that all of the copyright holders of the commercials, that you mentioned last, except "The Eyes" and "The Sightseeing," have given you their permission to use and copy the commercials for educational purposes. Enclosed are copies of the authorization and consent papers which were transferred from the Taipei Association of Advertising Agencies to this office the other day.

We hope these Chinese commercials will be of great help to your students. If you have any further questions, please do not hesitate to contact us.

Sincerely,

Rong-Chang Yen

Rong-Chang Yen
Director,
Dept. of the Radio & Television Affairs

同意書

本公司所屬廣告影片（一）支，名稱內容詳如附件，同意由美國Brigham Young 大學拷貝作為教學使用不作其他用途是實，並請逕復

美國B．Y大學。此致

台北市廣告代理商業同業公會

立同意書人：

公司名稱：[illegible]（簽章）

負責人：[illegible]（簽章）

會員代表：[illegible]（簽章）

中華民國八十一年六月日

名稱內容：

運動篇

廣告內容（聯聚廣告公司）

孫子："爺爺，爺爺，你看那邊好多人在運動喲！"

爺爺："當然啊！要想有健康的身體啊，就要多多運動啊！"

孫子："我也要去！"

爺爺："好！常常活動筋骨啊，對身體好啊！走！"

天天運動，你可以超最新到。

珍重生命，維護健康。

永信藥品！

69

BEST COPY AVAILABLE

Translation of Consent Form

Agreement Document

Rights to use and make copies for educational purposes of the commercial video, with name and contents, listed in the attachment, which belongs to this company, are hereby granted to Brigham Young University. It may not be used for any other purpose. This is to be forwarded to BYU in the United States by the Taipei Association of Advertising Companies.

Signers of this agreement document:

Company name:	Yongxin Medical Products Company, Limited //company seal appears on original document//
Responsible Person:	Li Tiande
Association Representative:	Lianzhong Advertising Company, Zheng Ziyi //seal appears on original document//

June, 1992

Name and contents

Exercise film

Commercial contents (Lianzhong Advertising Company)

Grandson:	"Grandpa, grandpa, look how many people are over there exercising!"
Grandfather:	"Of course, if you want to have a healthy body, you must exercise more."
Grandson:	"I want to go too!"
Grandfather:	"OK! Exercising often limbers up the joints. It's good for the body. Let's go!"

By exercising everyday, you can lighten up the things you do.
Respect life, maintain health
Yongxin Medical Products!
Form Authorizing Use of Materials

APPENDIX C: VIDEO LESSON TEXT

數目篇

I. Previewing

A. Guided questions

1. 有些人的嘴巴經常在動着。他們是在做什麼？
2. 他們爲什麼要吃那個東西？
3. 你也喜歡吃嗎？你喜歡吃什麼牌子的？
4. 那個牌子多少錢？貴不貴？

B. Predicting questions

1. 這可能是什麼產品的廣告？
2. 這個產品可能是那些牌子？
3. 我們或許會看到什麼畫面？
4. 我們可能會聽到什麼台詞？
5. 廣告裡的人可能會做些什麼動作？

II. Viewing

III. Recall any 10 words heard in the clip.

IV. Fill in the Commercial Information sheet (CIS).
Make copies of the page in the back of the text.

V. Comprehension questions

1. 這是什麼商品的廣告？
2. 這個商品現在賣多少錢？

3. 以前賣多少錢？
4. 現在是大包裝還是小包裝？有幾片？
5. 以前是大包裝還是小包裝？有幾片？
6. 這個商品一共有那些種不同的顏色？
7. 這個商品的美國名稱是什麼？
8. 爲什麼稱爲口香糖呢？
9. 爲什麼這是個好消息呢？
10. 廣告的開始和結尾都可以聽到鑼聲，這有什麼特殊的意義嗎？

數目篇

廣告內容

（鑼聲）
好消息！
現在青箭口香糖，
五片變七片，多了兩片，價格不變。
看！一二三四五六七！
多了兩片，價格不變！
現在就買青箭，黃箭，白箭口香糖。
七片大包裝！
（鑼聲）

生詞和用法

1. 口香糖 kǒu xiāng táng "chewing gum"
   你喜歡什麼牌子的口香糖？
   What brand of chewing gum do you like?

2. 青 qīng "green;blue"
   我愛青山。
   I like blue mountains.

3. 箭 jiàn "arrow"
   弓箭 bow and arrows

4. 片 piàn "piece"
   我有一片口香糖。
   I have a stick of chewing gum.

5. 變 biàn "to become; to change"
   你變得更漂亮了！
   You've become more beautiful!

6. 價格 jiàgé "price"
   這包口香糖什麼價格？
   What's the price of this pack of gum?

7. 包裝 bāozhuāng "pack"
   我喜歡這口香糖的新包裝。
   I like the new packaging of the gum.

8. 鑼聲 luó shēng "the sound of gongs"
過年時可以經常聽到很多鑼聲。
One can hear a lot of gongs during the new year.

9. 買 mǎi "to buy"
先生，您要買什麼？
What are you buying, sir?

Further discussion

1. 一般人嚼口香糖的目的是什麼？
2. 我們在任何場合都可以嚼口香糖嗎？
3. 爲什麼有些人認爲嚼口香糖是不禮貌的行爲？
4. 你以爲這是一個好的廣告嗎？爲什麼？

Exercises

I. 是非題 (True "O" or false "X")

1. 青箭口香糖原來有五片。
2. 現在有七片。
3. 青箭口香糖的價格改變了。
4. 青箭口香糖現在比較便宜。
5. 青箭口香糖只有一種顏色。
6. 多了兩片是個好消息。

II. 填詞測驗 (Filling the blanks)

A. 好消息！青箭口香糖，__片變__片，價格不變。
看！__ __ __ __ __ __ __。
多了__片，價格不變！現在就買青箭，黃箭，
白箭口香糖，__片大包裝！

B. 好__ __！青箭口香糖，五片變七片，__ __不
變。看！一二三四五六七。多了兩片，__ __不
變！__ __就買青箭，黃箭，白箭口香糖七片大
__ __！

III. 注音和解釋 (Romanization & translation)

1. 消息
2. 口香糖
3. 價格
4. 包裝
5. 不變

IV. 造句 (Sentence making)

1. 變
2. 現在
3. 看！
4. 就
5. 多了...

V. 翻譯 (Translate the clip into English)

早餐篇

I. Previewing

A. Guided questions

1. 平常你們喜歡喝什麼飲料？
2. 早餐你們通常吃什麼？
3. 什麼樣的飲料最有營養？
4. 你們喜歡喝熱的還是冷的飲料？
5. 那些飲料是冷的好喝？
6. 那些飲料是熱的好喝？

B. Predicting questions

1. 這個廣告可能是要賣什麼？
2. 我們可能會看到幾個人？
3. 他們會是什麼關係？
4. 他們大概會在做什麼？
5. 他們也許會說什麼話？
6. 他們可能是什麼地方？
7. 廣告可能是發生在什麼時間？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼產品的廣告？
2. 這個產品是什麼牌子？
3. 廣告裡有幾個人？
4. 他們是什麼關係？
5. 他們在做什麼？
6. 他們的心情如何？
7. 現在大約是幾點鐘？
8. 他們認爲熱的好喝還是冷的好喝？
9. 他們怎麼知道好喝呢？
10. 我們怎樣可以喝到呢？
11. 電話號碼是幾號？

早餐篇

廣告內容

台農瓶裝保久鮮乳真好喝！
台農瓶裝保久鮮乳好新鮮！
加熱後更好喝，嗯！
的確知道好好喝，
一通電話送到你家。

生詞和用法

1. 瓶 píng "bottle"
   花瓶，瓶子，汽水瓶，牛奶瓶
   vase, bottle, soda bottle, milk bottle

2. 裝 zhuāng "packed"
   瓶裝，罐裝 bottled, canned
   請給我一打瓶裝汽水。
   Please give me a dozen bottles of pop.

3. 保久 bǎojiǔ "preserved"

4. 鮮奶 xiānnǎi "fresh milk"
   鮮奶最有營養。
   Fresh milk is the most nutritious.

5. 的確 díquè "indeed"
   你的確知道這件事嗎？
   Do you really know about this?

6. 加熱 jiārè "heated"
   你喜歡加熱後的食物嗎？
   Do you like heated food?

7. 一通 yītōng "one telephone call"
   有事情的話，打一通電話給我。
   If there's anything, give me a call.

8. 電話 diànhuà "telephone"
電話鈴響了。
The phone rang.

9. 送到 sòngdào "to deliver to"
請你把這本書送到李家去。
Please send the book to the Li's.

Further discussion

1. 請你解釋“台農瓶裝鮮乳”的意義。
2. 早餐重要嗎？你的早餐通常是什麼？
3. 一般牛奶有幾種？你常喝那一種？爲什麼？
4. 平時我們買東西有那幾種方法？那一種最方便？

Exercises

I. 是非題

1. 這是一家人。
2. 他們在吃午餐。
3. 他們喜歡喝的鮮乳是盒裝的。
4. 他們認爲台農保久鮮乳真好喝。
5. 但是他們認爲台農保久鮮乳冰過的更好喝。
6. 他們的確不知道好不好喝。
7. 他們只要打電話就可以喝到鮮乳了。

II. 填詞測驗

1. 台農瓶裝保久鮮乳___好喝。
2. 台農瓶裝保久鮮乳___新鮮。
3. 加熱後___好喝。
4. 的確知道____喝。

III. 造句

A. 例：喝——好喝！——真好喝！
   1. 看
   2. 吃
   3. 用
   4. 寫
   5. 穿
   6. 聽

B. 例：新鮮——好新鮮！——的確好新鮮！
   1. 有趣
   2. 可愛
   3. 麻煩
   4. 容易
   5. 漂亮
   6. 難過

C. 例：冷——更冷！——最冷！
   1. 熱
   2. 美
   3. 亮
   4. 黑

5. 甜
6. 快

IV. 請把廣告內容翻譯成英文。

老人篇

I. Previewing

A. Guided questions

1. 你和父母親住在一起嗎？
2. 你和父母親多久見一次面？
3. 你平時是怎麼和父母聯絡的？多久聯絡一次？
4. 你喜歡和父母親相聚嗎？你認爲他們會很想你嗎？
5. 你什麼時候會特別想家？
6. 假日出門有什麼不方便？

B. Predicting questions

1. 這可能是什麼廣告？
2. 這個廣告可能是在什麼時候播放？
3. 我們或許會看到什麼畫面？
4. 我們也可能會聽到什麼對話？
5. 我們也許會看到幾個人？他們可能是什麼關係？

II. Viewing

III. Retell any 20 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是某一個產品的廣告嗎？
2. 這位女士是在和誰通電話？
3. 接電話的人住在同一個城裡嗎？
4. 這是什麼節日？
5. 爲什麼他們不回來？
6. 他們不想回來嗎？
7. 是誰的嘴巴硬？
8. 他爲什麼嘴巴硬？他的心裡想不想孩子？
9. 這則廣告的目的是什麼？
10. 這則廣告是那一個廠商或單位提供的？

老人篇

廣告內容

“志明，你要回來嗎？
哦，不回來啊？
也好啦！
高速公路會賽車噢！
還要帶孩子，還要帶禮物。
好啦，不回來也好啦！
不過啊，你要打個電話給你阿爸。
他是嘴巴硬，其實啊！他比我更想你們”
不管什麼理由，記得打個電話
中秋佳節快樂！
電信局

生詞和用法

1. 高速公路 gāosù gōnglù "freeway"
   高速公路上速度快，你開車要小心。
   The speed on the freeway is very fast. You must drive carefully.

2. 塞車 sāichē "traffic jam"
   唉！又是塞車。看樣子我們要遲到了。
   Oh! Another traffic jam. It looks like we'll be late.

3. 禮物 lǐwù "presents"
   耶誕節到了，你要什麼禮物？
   Christmas is coming. What present do you want?

4. 嘴巴 zuǐbā "mouth"
   你的嘴巴真利害！
   You really have a sharp tongue!

5. 硬 yìng "hard;stubborn"
   他這個人就是嘴硬，從來不肯認錯。
   He is always stubborn and reluctant to admit mistakes.

6. 其實 qíshí "in fact"
   他的外表看起來很兇，其實心地是很善良的。
   He looks fierce. In fact, he has very good nature.

7. 理由 lǐyóu "reason;excuse"
請你說出一百個你愛我的理由。
Please give 100 reasons why you love me.

VI. Further discussion

1. 現代人的家庭觀念和過去的有什麼不同？
2. 你認爲兒女應該怎樣照顧年老的父母？
3. 你認爲什麼樣的行爲才是孝順的表現？
4. 在你年老的時候，你希望過什麼樣的生活？

5. 在你年老的時候，你希望你的兒女怎樣對待你？
6. 你覺得老人問題是個很嚴重的問題嗎？有什麼改進的方法？

Exercises

I. 是非題

1. “志明”已經成家了。
2. 他打電話說不回來了。
3. 他不回來是因爲回來一趟太麻煩了。
4. 他的媽媽有些失望。
5. 他的爸爸却很高興。
6. 爸爸不在乎“志明“回不回來。
7. 爸爸一點也不想念“志明“，可是嘴巴却叫他們快回來。
8. 這是配合端午節的廣告。
9. 這是電話機的廣告。

II. 填充題

嗎 啦 啊 噢 哦

1. 你要回來___?
2. 不回來___。
3. 高速公路會塞車___。
4. 不回來也好___。
5. 其實___，他比我更想你們。

III. 用下面詞組造句。

1. 還要
2. 不過
3. 其實
4. 不管
5. 比...更

IV. 請把廣告內容翻譯成英文。

兒童篇

I. Previewing

A. Guided questions

1. 你喜歡吃甜點嗎？
2. 你喜歡那樣的甜點？
3. 你去朋友家時帶不帶禮物？
4. 什麼樣的禮物最適合？爲什麼？
5. 你會帶禮物給朋友的孩子嗎？爲什麼？

B. Predicting questions

1. 這可能是什麼廣告？
2. 我們或許會看到什麼畫面？
3. 我們可能會聽到什麼台詞？
4. 廣告裡的人可能會做些什麼動作？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼廣告？
2. 是誰在說話？
3. 他和王台生是什麼關係？

4. 他認識王台生多久了？
5. 這個蛋捲好吃嗎？我們怎麼知道呢？
6. 王台生結婚了嗎？
7. 王台生的兒子長得像不像他？
8. 這個說話的人爲什麼要送蛋捲？
9. 王台生的兒子喜歡吃蛋捲嗎？從那裡可以知道？
10. “小朋友”指的是誰？有什麼特別的意思嗎？

兒童篇

廣告內容

“王台生啊，
想當年我認識他的時候，
吃蛋捲就是這個饞相。
沒想到現在會出現一個他的翻版。”

跟朋友的小朋友也做個朋友
中秋送禮
喜年來蛋捲

生詞和用法

1. 蛋捲 dànjuǎn "egg rolls"
   我喜歡吃甜甜的，脆脆的蛋捲。
   I like sweet and crisp egg rolls.

2. 想當年 xiǎng dāngnián "those year"
想當年我是個有名的運動員呢!
I was a well-known athelete in those days!

3. 認識 rènshi "to know"
你認識那個人嗎?
Do you know that person?

4. 饞相 chánxiàng "gluttonous look"
他吃冰淇淋時就是這個饞相。
He has a gluttonous look whenever he eats ice cream.

5. 沒想到 méi xiǎngdào "unexpectedly"
沒想到你真的來了!
I didn't expect you would really come!

6. 出現 chūxiàn "to appear"
他這幾天經常在校園出現。
He has appeared on campus quite often recently.

7. 翻版 fānbǎn "reproduction"
你和你媽長得真像。簡直是她的翻版!
You look so much like your mom. You are her exact image!

Further discussion

1. 你有沒有一起長大的朋友? 你們現在常見面嗎?
2. 你還記得那些你們小時候的情形?

3. 你認爲朋友之間要常常來往嗎？爲什麼？
4. 你喜歡小孩嗎？怎樣可以和小孩做朋友？
5. 和朋友的小孩做朋友有什麼特殊意義？

Exercise

I. 是非題 (True "O", or false "X")

1. 王台生和“我”是多年的老朋友。
2. 王台生以前沒有吃過蛋捲。
3. 王台生已經結婚了。
4. 王台生有一個兒子。
5. 王台生的兒子長得很像他的太太。
6. 王台生的兒子不喜歡吃蛋捲。
7. “我”很喜歡王台生的兒子。
8. “我”想和王台生的兒子做個朋友。

II. 填詞測驗(Cloze test)

王台生啊！想當年我_____他的時候，
吃蛋捲就是這個_____。沒想到現在
會出現一個他的_____。

III. 造句(Sentence making)

1. 想當年_____
2. 就是_____
3. 沒想到_____
4. 現在_____
5. 也_____

IV. 翻譯 (Translate the clip into English.)

95

觀光篇

I. Previewing

A. Guided questions

1. 你曾經去過世界上那些其他的城市？
2. 你認爲那些城市的特色是什麼？爲什麼？
3. 一般的大都市都具有那些共同的地方？
4. 什麼是我們只能在大都市裡做的事？
5. 你喜歡大都市的生活嗎？爲什麼？

B. Predicting questions

1. 你看過旅行公司的廣告嗎？你想這個可能是什麼廣告？
2. 我們可能會看到什麼樣的畫面？
3. 我們也可能看到那些地方？
4. 我們會看到很多人嗎？他們會做些什麼事呢？
5. 這個廣告的目的可能是什麼？

II. Viewing

III. Retell any 20 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼廣告？

2. 這是什麼地方的廣告？
3. 這個地方和紐約，倫敦，或巴黎有什麼特別的關係？
4. 這個地方和其他大都市有什麼相同的地方？
5. 有什麼不同的地方？
6. 這個廣告是在美國地區播放的嗎？我們怎麼知道的？
7. 我們在這個地方可以看到那些世界一流的表演？
8. 我們可以看到中國的藝術嗎？
9. 這是一個國際性的地方嗎？我們從那些地方可以看出？
10. 爲什麼稱這個地方爲“萬象之都”？

觀光篇

廣告內容

這不是紐約，
也不是倫敦，
更不是巴黎。
這裡近在咫尺。
這是香港！
香港，
獨一無二的萬象之都！

生詞和用法

1. 紐約 niǔyuē "New York"

紐約是美國第一大城。

New York is the largest city in the U.S.A.

2. 巴黎 bālí "Paris"

巴黎是法國首都。

Paris is the capital city of France.

3. 倫敦 lúndūn "London"

泰晤士河流經倫敦市。

The Thames River flows through London.

4. 咫尺 zhǐchǐ "very close"

成功之路近在咫尺。

The road to success is very close.

5. 香港 xiānggǎng "Hongkong"

香港以前被稱爲“東方之珠”。

Hongkong was called the "Pearl of the Orient."

6. 獨一無二 dú yī wú èr "unique; the only one"

這是鎮上獨一無二的飯店。

This is the only restaurant in town.

7. 萬象 wànxiàng "every phenomenon"

春回大地，萬象更新。

Spring comes round to the earth again and everything looks fresh and gay.

8. 之 zhī "of" (formal)
   我百分之百同意你的看法。
   I agree with you 100 percent.

9. 都 dū "capital;center"
   香港是一個萬象之都。
   Hong Kong is the center of everything.

Further discussion

1. 你對香港認識多少？它在地球上的那一個角落？它有什麼特別重要的歷史？它的居民是什麼人？他們使用什麼語言？
2. 香港和中國有什麼關係？他和英國又有什麼關係？
3. 據你所知，是什麼原因使得香港成爲一個國際性的都市？
4. 你認爲國際性都市的特征有那些？
5. 你去過紐約，倫敦，或巴黎嗎？他們各有自己的特色嗎？
6. 請說出下面這些詞組所代表的意思：
   摩天大樓，平劇，賽馬，巴蕾舞，時裝表演，酒店，旅館，餐廳，直昇機，遊樂場，廚司，電車，高爾夫球。

Exercises

I. 是非題 (True "O" or false "X")
   1. 這裡不是紐約。
   2. 這裡是巴黎。
   3. 這裡可以看到中國平劇。

4. 這裡有很多高樓大廈。
5. 這裡看不到海洋。
6. 這裡沒有馬。
7. 這裡只有中國人。
8. 這是一個很保守的地方。
9. 這裡和美國近在咫尺。
10. 這裡和很多城市一模一樣。

II. 用“不...也...更...”造句。

例：這裡，是，紐約，倫敦，巴黎，香港
這裡不是紐約，也不是倫敦，更不是巴黎。這裡是香港。

1. 他，喜歡，讀書，寫字，畫畫，唱歌
2. 老王，愛吃，香蕉，蘋果，橘子，西瓜
3. 現在，是，春天，夏天，秋天，冬天
4. 香港，在，歐洲，非洲，美洲，亞洲
5. 我，會說，英文，德文，法文，中文

III. 請把廣告內容翻譯成英文。

眼睛篇

I. Previewing

A. Guided questions

1. 班上有沒有同學戴眼鏡?
2. 爲什麼要戴眼鏡?
3. 眼睛有什麼重要?
4. 我們要怎麼樣照顧眼睛?

B. Predicting questions

1. 這可能是什麼廣告?
2. 我們或許會看到什麼畫面?
3. 我們或許會聽到什麼台詞?
4. 我們可能會看到幾個人?
5. 他們可能會做些什麼事?

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼廣告?
2. 這是一個商業廣告嗎?
3. 這是誰在說話?

4. 這些人是什麼關係?
5. 他們是在什麼地方說話?
6. 眼睛爲什麼應該休息呢?
7. 什麼樣的距離才不算是太近?
8. 爲什麼趴着看書不好呢?
9. 廣告說在什麼地方看書有傷眼睛?
10. 孩子需要誰幫他照顧眼睛?

眼睛篇

廣告內容

"眼睛應該休息一下了吧"
"這個距離好像太近了噢! "
"嗯, 怎麼趴着看書呢? "
在暗處看書有傷眼睛。
他還小, ,
請幫他照顧他的眼睛。

生詞和用法

1. 眼睛 yǎnjīng "eyes"
她的眼睛又大又亮。
Her eyes are big and shiny.

2. 應該 yīnggāi "should"
你應該先來找我才對。
You should've come to me first.

3. 休息 xīuxí "to take a rest"
好累，我想我應該休息一下。
I'm tired. I think I should take a rest.

4. 距離 jùlí "distance"
學校到我家的距離大約是二里。
The distance from school to my house is about two miles.

5. 好像 hǎoxiàng "seem to"
我們好像在那兒見過，是不是？
We seem to have met somewhere before, haven't we?

6. 近 jìn "close to;near"
靠近，接近，將近
你住的很近嗎？
Do you live near close by?

7. 趴 pā "to lie on one's stomach"
你趴在地上做什麼？
What are you doing lying on your stomach on the floor?

8. 暗處 ànchù "in a dark place"
你不能在暗處讀書的。
You can't study in a dark place.

9. 傷 shāng "to hurt"
你受傷了嗎？
Did you get hurt?

10. 還 hái "still, yet"
    我還不知道你的大名呢。
    I don't know your name yet.

11. 請 qǐng "please"
    請進。
    Come in, please.

12. 幫 bāng "help"
    請幫我一下好嗎?
    Would you please help me for a moment?

13. 照顧 zhàogù "to take care of"
    你要好好照顧自己啊!
    You must take good care of yourself!

Further discussion

1. 視力有什麼重要? 眼睛不好對我們會有什麼不好的影響?
2. 那些原因會是我們失去良好的視力?
3. 平時我們要怎樣照顧我們的眼睛?
4. 視力不好有什麼方法可以補救?
5. 孩子的眼睛需要大人照顧嗎?
6. 如果你是一位父親或母親, 你要怎樣照顧孩子的眼睛?
7. 你的視力如何? 如果你有很好的視力, 你知道這可能和你的什麼習慣有關? 如果你的視力不是很好, 你要怎樣照顧眼睛, 使它們不再惡化?

Exercises

I. 是非題

1. 第一個孩子在看電視。
2. 媽媽說太晚了應該休息了。
3. 媽媽認爲他看電視的距離太近了。
4. 媽媽很生氣。
5. 第二個孩子不是在看電視。
6. 他趴在桌子上看書。
7. 媽媽認爲他應該趴在地上看書。
8. 暗處是指光線不夠亮的地方。
9. 暗處看書有傷身體。
10. 他們還小，不懂得照顧自己。

II. 完成下面的對話。

媽媽：小玉，你已經看了一個小時的____了，應該____一下了。
小玉：媽媽，我不累，我不用休息。
媽媽：我是說你的____應該休息了。
小玉：好的。可是，媽媽，我知道怎樣____我的眼睛。我看電視的____很好。
媽媽：這才是乖孩子！

III. 把下面的字詞組合成完整的句子。

1. 吧 應該 眼睛 一下 休息 了？
2. 好像 距離 這個 噢 太近 了！
3. 怎麼 看書 嗯 趴着 呢？

4. 看書眼睛有傷暗處。
5. 請幫他他還小眼睛照顧他的。

IV. 請把廣告內容翻譯成英文。

中秋篇

I. Previewing

A. Guided questions

1. 中國有那些節日？
2. 中秋節是那一天？
3. 中秋節大家都要吃什麼？
4. 中秋節大家都要做什麼？

B. Predicting questions

1. 這個廣告可能和那一個節日有關係？
2. 這個廣告大概在什麼時候開始播放？
3. 這個廣告或許是要賣什麼？
4. 我們可能會看到什麼畫面？
5. 我們可能會聽到什麼台詞？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼產品的廣告？
2. 這是配合什麼節日的廣告？
3. 這個食品是什麼牌子？

4. 有幾個人在說話？
5. 他們是什麼關係？
6. 他們多久沒見面了？
7. 他們在談什麼時候的事情？
8. 他們那時候去做什麼？
9. 是誰喝醉了？
10. 兩個月是什麼字？和這個廣告有什麼關係？

中秋篇

廣告內容

甲：好久不見了，好不好啊？
乙：好啊！我們好久沒聚一聚了。
甲：對啊！嗯，你記不記得去年中秋？
乙：我當然記得。我們一起去看月亮，那天晚上你都喝醉了，說了好多好多話。
甲：你不是也一樣喝醉了，要不然怎麼肯聽我這麼囉嗦？

"兩個月就是朋
今年中秋送盒超羣
送份一起賞月的交情"
送超羣，見真情

生詞和用法

1. 聚 jù "to get together"
   團聚，聚一聚，聚會
   我們該找個時間大家聚一聚才對。
   We should take some time to get together.

2. 中秋 zhōngqiū "the Mid Autumn Festival"
   中秋節，中秋夜
   每年八月十五是中秋節，這天晚上大家都會賞月吃月餅。
   The fifteenth day of the eighth month is the Mid Autumn Festival. On that night, people watch the moon and eat moon cake.

3. 當然 dāngrán "of course"
   甲：記不記得我啊？
   乙：我當然記的！
   A: Do you remember me?
   B: Of course I do!

4. 月亮 yùeliàng "the moon"
   中秋的月亮最圓，最亮，最美。
   The moon of the Mid Autumn Festival is the fullest, the brightest, and the prettiest.

5. 喝醉了 hē zùi le "to get drunk"
   你又喝醉了。
   You are drunk again.

6. 要不然 yào bú rán "otherwise"
他一定是不來了，要不然怎麼還不到呢？
He is definitely not coming. Otherwise, why isn't he here?

7. 肯 kěn "want;would like"
不肯，肯不肯
你肯不肯聽我的話？
Will you listen to me?

8. 囉嗦 luōsuo "nagging;babbling"
囉裡囉嗦，囉囉嗦嗦
年輕人最不喜歡囉嗦。
Young people don't like nagging.

9. 盒 hé "box"
盒子
這個黑盒子裡裝的是什麼？
What is inside this black box?

10. 賞月 shǎngyùe "to watch the moon"
今年中秋你要去那兒賞月呢？
Where are you going to watch the moon for the Mid Autumn Festival this year?

11. 一起 yīqǐ "together"
我們一起走路回家好嗎？
Shall we walk home together?

13. 交情 jiāoqíng "friendship"
老交情
他們兩個人交情很好。
The two of them have a very close friendship.

VI. Further discussion

1. 什麼樣的人會一起賞月？交情很好的嗎？爲什麼？
2. 這兩個人大約是什麼年紀？什麼身分地位？爲什麼？
3. 什麼樣的交情會一起喝醉？你能猜出去年他們喝醉的原因嗎？
4. 中國人喜歡送禮，年節送禮有什麼特殊意義？
5. 這個廣告如何把朋友和中秋節連在一起？你認爲這是很好的聯想嗎？爲什麼？

Exercises

I. 是非題

1. 這兩個人是老朋友。
2. 他們去年才認識。
3. 他們很久沒見面了。
4. 去年過年時他們一起去賞月。
5. 其中有一個人喝醉了。
6. 喝醉的人一直不肯說話。
7. 另一個人沒有喝醉却說個不停。
8. 他們都不記得這件事了。
9. 他們兩個人的交情不算是很好。
10. 其實他們很想找時間聚一聚。

II. 完成下面句子

好不好 記不記得 當然 好多好多 也一樣 要不然

1. 好久不見了，_____啊？
2. 那天晚上你說了_____話。
3. 你_____去年中秋？
4. 我_____記得。
5. 你不是_____喝醉了？
6. _____怎麼肯聽我這麼囉嗦？

III. 用下面的詞組寫成一段文章。

1. 中秋 2. 朋友 3. 見面 4. 聚一聚
5. 月亮 6. 禮物 7. 賞月 8. 晚上

IV. 請把廣告內容翻譯成英文。

運動篇

I. Previewing

A. Guided questions

1. 你有健康的身體嗎？我們怎樣才能有健康的身體呢？
2. 你有運動的習慣嗎？你平日都做些什麼運動？
3. 運動有那些好處？
4. 你認爲運動和一個人的健康有關係嗎？爲什麼？
5. 運動和一個人的生命有什麼關連？
6. 你認爲運動和個人的態度有關嗎？爲什麼？

B. Predicting questions

1. 這可能是那一類的廣告？
2. 我們可能會聽到什麼台詞？
3. 我們也可能會看到什麼畫面？
4. 廣告裡的人或許會做些什麼動作？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是某個藥品的廣告嗎？
2. 這個廣告和藥有什麼關係？
3. 廣告裡談話的人是什麼關係？
4. 廣告裡的小孩怎樣稱呼老先生？
5. 廣告裡很多人在做些什麼運動？
6. 小孩也要去做什麼？
7. 老先生說運動有什麼好處？
8. 老先生說運動和健康有什麼關係？
9. 這兩個人要去做什麼？
10. 這個廣告和生命有什麼關連？

運動篇

廣告內容

孫子："爺爺，爺爺，你看那邊好多人在運動噢！"
爺爺："當然啊！要想有健康的身體啊，就要多多運動啊！"
孫子："我也要去！"
爺爺："好！常常活動筋骨啊，對身體好啊！走！"

天天運動，你可以輕鬆辦到。
尊重生命，維護健康。
永信藥品！

生詞和用法

1. 運動 yùndòng "exercise"
   你平時喜歡作什麼運動？
   What exercise do you usually like to do?

2. 爺爺 yéye "grandpa"
   我爸爸的爸爸是我的祖父。我稱他爺爺。
   My father's father is my grandfather. I call him "yeye".

3. 當然 dāngrán "surely"
   "你喜歡中文 201 嗎？" "當然啦！"
   "Do you enjoy Chinese 201?" "Of course I do!"

4. 健康 jiànkāng "healthy"
   每天運動可以使你更健康。
   Getting exercise every day may keep you healthier.

5. 身體 shēntǐ "body;health"
   我最近身體不太好，常常生病。
   I am not in good health recently. I get sick very often.

6. 活動 huódòng "to move about; to exercise"
   天氣好了，很多人在外面活動。
   The weather got better; lots of people are moving around outdoors.

7. 筋骨 jīngǔ "bones and muscles;joints"
經常跑步可以活動筋骨。
Running frequently may loosen up the joints.

8. 輕鬆 qīngsōng "light;relaxed"
他輕輕鬆鬆的做完一天的工作。
He finished his daily work with ease.

9. 辦到 bàndào "to get something done"
只要努力，沒有辦不到的事。
If one works hard, there is nothing he cannot accomplish.

10. 尊重 zūnzhòng "to respect"
中國人對老師都非常尊重。
Chinese respect teachers very much.

11. 生命 shēngmìng "life"
人死了就沒有生命了。
When people die, they are lifeless.

12. 維護 wéihù "to defend, to maintain, to keep"
爲了維護你的健康，你必需運動。
To keep your health, you must exercise.

13. 藥品 yàopǐn "medicine"
維他命是藥品還是食品？
Are vitamins food or medicine?

VI. Further discussion

1. 這個廣告的主要目的是什麼？
2. 你認爲一個人的觀念可以受廣告影響嗎？爲什麼？
3. 爲什麼是一對祖孫在談話？換成父子或母女好嗎？爲什麼？
4. 你的親戚朋友當中，每天經常運動的人有多少？他們的健康情形好嗎？不喜歡運動有多少？他們的身體好嗎？爲什麼？
5. 請討論生命，健康和運動的相互關係。

Exercises

I. 是非題

1. 老人是小孩的祖父。
2. 小孩是老人的孫女。
3. 小孩告訴爺爺很多人在運動。
4. 爺爺認爲要想運動就要有健康的身體。
5. 小孩也要去運動。
6. 爺爺說“走”是要叫這個小孫子走開。
7. 運動可以活動筋骨。
8. 一個人有好的身體就是說他很健康的意思。
9. 輕鬆辦到是說毫不費力的做完一件事。

II. 寫出下面發音的中文。

1.	yundong	_____	2.	shenti	_____
3.	huodong	_____	4.	jingu	_____
5.	qingsong	_____	6.	zunzhong	_____

7. shengming_____ 8. weihu _____

9. jiankang _____ 10. yeye _____

III. 填詞測驗

孫子："爺爺，爺爺，你看那邊好多人在____嗎！"
爺爺："____啊！要想有健康____的啊，就要多多運動啊！"
孫子："我也要去！"
爺爺："好！常常活動____啊，對身體好啊！走！"

天天運動，你可以____辦到。
____命，____健康。

IV. 用"要想...就要..."連接下面詞組。

1. 健康的身體，多多運動
2. 快樂的心情，忘記煩惱
3. 高深的學問，努力用功
4. 正確的消息，經常聯繫
5. 標準的中文，天天練習

V. 請把廣告內容翻譯成中文

雙手篇

I. Previewing

A. Guided questions

1. 請你解釋“雙手萬能”的意思。
2. 請你說出任何十件你每天要用“雙手”做的事情。
3. 那些工作可能對我們的雙手造成傷害？爲什麼？
4. 你平日工作時怎樣保護你的手？

B. Predicting questions

1. 這可能是那一類產品的廣告？
2. 我們大概會聽到什麼性質的台詞？
3. 我們也許會看到什麼樣的畫面？
4. 廣告裡的人可能會做些什麼樣的動作？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是手套的廣告嗎？
2. 這個廣告和手套有什麼關係？

3. 我們可以看得到“隱形”的東西嗎？爲什麼？
4. 這種隱形手套有什麼好處？
5. 我們什麼時候可以用它？
6. “保護膜”是指什麼？它能保護什麼？
7. 酸劑具有危險性嗎？這種隱形手套可以隔絕酸劑嗎？
8. 廣告中有那些工作是會傷害手的？
9. 廣告中有什麼動作是不可以模倣的？
10. 我們在那裡可以買到蘭麗隱形手套？

雙手篇

廣告內容

蘭麗隱形手套（試驗證明）
工作前使用，能形成保護膜。
（酸劑實驗，具危險性，請勿模倣）
實驗證明，它連酸劑都能有效隔絕，
當然更能在日常生活中保護您的雙手。
（漂白水，粉筆，燙髮水，油污）
蘭麗隱形手套，保護雙手有一套。
（西藥房，超市，平價中心均售）

生詞和用法

1. 隱形 yǐnxíng "invisible"
心臟病是隱形殺手。
Heart disease is an invisible killer.

2. 手套 shǒutào "gloves"
在冬天裡，手套和圍巾都是很重要的。
Gloves and scarves are important in winter.

3. 實驗 shíyàn "experiment"
他每天都在實驗室作實驗。
He works on his experiment in the lab everyday.

4. 證明 zhèngmíng "to prove"
實驗證明水是氫和氧的混合。
Experiments prove that water is a mixture of oxygen and hydrogen.

5. 形成 xíngchéng "to form"
大家擠過來，形成一道人牆。
People squeezed together and formed a wall of flesh.

6. 保護 bǎohù "to protective; protective"
冬天出門，最好在臉上擦一些面霜保護皮膚。
When you go out in winter, you'd better have some facial cream to protect your skin.

7. 膜 mó "membrane"
護手膏能在你的手上形成保護膜。
Handcream puts a protective membrane on your hands.

8. 酸劑 suānji "acid"
酸劑是有毒的液體。
Acid is a poisonous liquid.

9. 隔絕 géjué "to insulate"
厚厚的玻璃把外面的噪音隔絕了。
The thick glass insulates from outside noise.

10. 危險 wéixiǎn "dangerous"
路上結冰時，開車很危險。
Driving is dangerous when there's ice on the road.

11. 請勿 qǐngwù "please don't"
請勿吸煙 Please don't smoke; No smoking
請勿進入 Do not enter

12. 模倣 mófǎng "to copy; to imitate"
小孩最喜歡模倣大人了。
Children like to copy adults.

13. 有效 yǒuxiào "effective"
這個方法有效嗎？
Is this method effective?

14. 有一套 yǒu yītào "valid, sharp"
你真有一套！
You are really sharp!

VI. Further discussion

1. 這個廣告裡爲什麼一直強調“實驗證明“？有什麼特殊目的嗎？
2. 爲什麼廣告上說“具危險性，請勿模倣”？
3. 你認爲這是一則好廣告嗎？爲什麼？
4. 你能猜出“隱形眼鏡”是什麼嗎？它和隱形手套有什麼相同的地方？

Exercises

I. 是非題 (True "O" or False "X")

1. 蘭麗隱形手套有很多種顏色。
2. 蘭麗隱形手套必需在工作前使用。
3. 蘭麗隱形手套只可以在實驗室使用。
4. 實驗可以證明蘭麗隱形手套很好用。
5. 酸劑是危險物品。
6. 蘭麗隱形手套可以吸收酸劑。
7. 保護膜就是保護手套的東西。
8. 粉筆可能傷手。
9. 藥房裡買不到蘭麗隱形手套。
10. “保護雙手有一套”就是說用一付手套去保護雙手。

II. 填詞測驗 (Cloze test)

蘭麗隱形手套（實驗證明）
___前使用，能形成___膜。
（酸劑實驗，具危險性，請勿___）
實驗___，它連酸劑都能有效___，

___更能在日常___中保護您的___。
（漂白水，粉筆，燙髮水，油污）
蘭麗___手套，保護雙手有一套。
（西___，超市，平價___均售）

III. 用“連...都...”改寫下面各句。

例：它能有效隔絕酸劑。
它連酸劑都能有效隔絕。

1. 我愛吃肥肉。
2. 他忘了我的生日。
3. 他看不懂我寫的字。
4. 我不知道什麼是隱形手套。
5. 漂白水很可能會傷害你的雙手。

IV. 翻譯 (Translate the clip into English)

夏季篇

I. Previewing

A. Guided questions

1. 平日你們喜歡喝什麼飲料?
2. 飲料有那些種呢?
3. 果汁又有那些種呢?
4. 你認爲飲料和季節有沒有關係?
5. 你買飲料時會考慮什麼因素?

B. Predicting questions

1. 這個廣告可能要賣什麼?
2. 我們可能會看到什麼樣的畫面?
3. 我們可能會聽到什麼樣的台詞?
4. 我們可能會聽到什麼樣的音樂?
5. 廣告裡的人物可能穿什麼樣的衣服?
6. 他們可能會做什麼樣的動作?
7. 這則廣告很有可能是在什麼季節播放的?

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼產品的廣告？
2. 這個產品是什麼牌子？
3. 這是新的產品還是老的產品？我們怎麼知道呢？
4. 有那些人在喝這個果汁呢？
5. 這些人是在那裡喝這個果汁呢？
6. 這些人是在什麼季節喝這個果汁呢？
7. 他們覺得這個果汁的味道怎麼樣？
8. 這個廣告的節奏是快的還是慢的？
9. 廣告當中我們一直可以聽到的聲音是什麼樂器發出來的？

夏季篇

廣告內容

（鼓聲）
夏泉，世界果汁的領導口味，夏泉！
真實的節奏，
自然的聲音，
夏泉！
新鮮欲滴，
美味欲流，
夏泉！
你我的新鮮專櫃，
夏泉果汁！
新鮮上市！
（鼓聲）

生詞和用法

1. 泉 quán "spring"
   泉水，溫泉，冷泉
   這裡的泉水又清又涼。
   The spring water here is clean and cool.

2. 世界 shìjiè "the world"
   你知道世界上一共有幾個國家嗎？
   Do you know how many countries there are in the world?

3. 果汁 guǒzhī "juice"
   柳橙（果）汁，鳳梨（果）汁，葡萄（果）汁
   orange juice, pineapple juice, grape juice
   夏天裡我最愛喝冰涼的果汁了。
   I love to drink ice cold juice in the summer.

4. 領導 lǐngdǎo "leading"
   美國最具領導型的葡萄汁是什麼牌子？
   What is the leading brand of grape juice in the U.S.?

5. 口味 kǒuwèi "taste"
   您喜歡什麼樣的口味？北方口味還是南方口味？
   What kind of taste do you prefer? Northern or southern?

6. 真實的 zhēnshí de "real; true"
這是一個真實的故事。
This is a true story.

7. 節奏 jiézòu "tempo"
年輕人喜歡熱門音樂的快速節奏。
The youth enjoy the fast tempo of rock music.

8. 自然的 zìrán de "natural"
一切都自然而然的發生了。
Everything happened naturally.

9. 聲音 shēngyīn "sound"
聽！這是什麼聲音？
Listen! What's that sound?

10. 新鮮 xīnxiān "fresh"
我喜歡新鮮的水果。
I like fresh fruits.

11. 美味 měiwèi "delicious"
這道菜真是美味極了！
This dish is extremely delicious!

12. 欲 yù "be going to" (formal)
我欲乘風歸去。
I will go with the wind.

13. 滴 dī (to drip)
她難過得滴下眼淚來了。

She was so sad that her tears dripped down.

14. 流 liú (to flow)
嗯！好香！我要流口水了！
Mmm, it smells good! It's making my mouth water!

15. 專櫃 zhuānguì "display case"
這家百貨公司裡有很多服裝專櫃。
There are many clothing display cases in the mall.

16. 上市 shàngshì (on the market)
夏天到了，西瓜上市了。
Summer has come. Watermelons are on the market.

Further discussion

1. 這個廣告給你的感覺是現代的還是傳統的？爲什麼？
2. 這個廣告的訴求目標是世界性的還是地方性的？我們可以從那些話聽出來？爲什麼？
3. 爲什麼說是“你我”的新鮮專櫃呢？用“你我”能產生什麼樣的的效果？
4. 爲什麼說是真實的節奏？
5. 節奏和聲音有什麼不同？爲什麼說是自然的聲音呢？

Exercises

I. 選擇題

__1. 夏泉是（甲。十屆 乙。世界 丙。時節）性的果汁。

__2. 夏泉有（甲。領導 乙。零道 丙。另到）口味。

__3. 夏泉有（甲。真實 乙。真是 丙。珍視）的節奏。

__4. 夏泉有自然的（甲。呻吟 乙。聲音 丙。生因）。

__5. 夏泉果汁最（甲。新鮮 乙。新先 丙。信仙）

__6. 夏泉果汁現在就（甲。賞識 乙。傷勢 丙。上市）了！

II. 填詞測驗

夏泉，世界果汁的____口味，夏泉！
真實的____，自然的____，
夏泉！
____欲滴，____欲流，夏泉！
你我的新鮮專櫃，
夏泉果汁！新鮮____！

III. 造句

1. 世界

2. 真實的

3. 新鮮的

4. 美味的

5. 上市

6. 聲音

7. 自然的

8. 節奏

9. 口味

10. 果汁

IV. 請把廣告內容翻譯成英文。

父子篇

I. Previewing

A. Guided questions

1. 你們今年幾歲了？
2. 記不記得你們青少年時的情形？
3. 那時候你有很多朋友嗎？
4. 你常常和朋友們出去嗎？
5. 你經常做作業嗎？
6. 你的父母喜歡你常和朋友出去嗎？
7. 你可以很晚才回家嗎？
8. 你和你父母的感情很好嗎？

B. Predicting questions

1. 這個可能是什麼產品的廣告？
2. 可能會有幾個人出現？
3. 他們會是什麼人？
4. 他們或許會出現在什麼地方？
5. 他們可能穿什麼樣的衣服？
6. 你能猜出大概是幾點鐘嗎？
7. 你能預測廣告中人物的關係嗎？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這兩個人是父子嗎？
2. 他們在那裡說話？
3. 這是什麼時間？大約是幾點鐘？
4. 爸爸在做什麼事？
5. 兒子來告訴爸爸什麼事？
6. 兒子告訴爸爸說他已經做完些什麼？
7. 兒子要和誰出去？
8. 爸爸要兒子幾點鐘回來？
9. 兒子要幾點鐘回來？
10. 你想兒子會在幾點鐘回來？爲什麼？
11. 這是什麼產品的廣告？
12. 這個產品是什麼牌子？

父子篇

廣告內容

（兩岸在隔絕了四十二年之後...）
兒子：爸，我想出去一下。
父親：爲什麼？嗯。
（海基會跨...）
兒子：沒有啦，我英文唸完了，作業都寫完了，還有電腦也都打好了。
父親：有約會啊？
（成功的扮演...）

兒子：不是啦。是我同學啦。
父親：不會太晚回來吧！
兒子：不會呀！嗯，十點！

父親：九點！啊，九點啊！
父親：出門要小心！

"走過時間的代溝"

生詞和用法

1. 寶島 bǎodǎo "a prosperous island"
   台灣是寶島。
   Taiwan is a prosperous island.

2. 鐘 zhōng "a clock"
   十點了，鐘敲十下了。
   It's ten o'clock. The clock struck ten.

3. 表（錶） biǎo "a watch"
   你的表幾點了？
   What's the time by your watch?

4. 唸 niàn "to read; to study"
   你在唸書嗎？
   Are you studying?

5. 完 wán "to finish"
我吃完了。
I've finished eating.

6. 作業 zuòyè "homework; assignment"
我今天有很多作業。
I have a lot of homework today.

7. 還有 háiyǒu "and; besides"
我要看書，寫字，還有做作業。
I have to read, write and do my homework.

8. 電腦 diànnǎo "computer"
你會用中文電腦嗎？
Can you use a Chinese computer?

9. 打（電腦） dǎ "to type (on a computer)"
我把這些都打進電腦了。
I've typed this on the computer.

10. 約會 yuēhuì "a date, appointment"
我今天晚上和女朋友有個約會。
I have a date with my girlfriend tonight.

11. 小心 xiǎoxīn "to take care"
你晚上出門要小心啊！
Take care when you go out in the evening!

12. 時間 shíjiān "time"
    你有時間嗎？
    Do you have time?

13. 代溝 dài gōu "generation gap"
    我和我的爸爸之間沒有代溝。
    There's no generation gap between me and my father.

Further discussion

1. 爸爸正在看的可能是什麼電視節目？
2. 這個廣告的時代背景是什麼？
3. 這對父子的關係好不好？從那兒可以看得出來？
4. 這個兒子大約是幾歲？讀什麼學校？怎麼判斷呢？
5. 這對父子有沒有代溝？我們從那些地方可以看的出？
6. 這個廣告和鐘表有什麼關係？

Exercises

I. 是非題

1. 這個爸爸正在客廳看電視。
2. 兒子也在客廳看電視。
3. 兒子剛剛把作業做完了。
4. 兒子在學校學英文，可是他不會用電腦。
5. 爸爸要兒子去寫作業。
6. 兒子告訴爸爸他要和同學出去。
7. 爸爸不相信兒子的話。
8. 爸爸要兒子九點回來。

9. 兒子要十點回來。
10. 最後爸爸決定不讓兒子出去。

II. 填充題

吧 呀 啊 啦 了

1. 我英文唸完___。
2. 有約會___?
3. 不是___!
4. 不會太晚回來___!
5. 不會___!

III. 用中文說出下面的時間

1. 1:00 a.m.
2. 3:30 p.m.
3. 9:05 a.m.
4. 12:00 noon
5. 7:48 p.m.

IV. 依照廣告中的對話完成下面敘述 (Complete the following passage according to the the dialogue)

兒子部分：今天的作業真多！有英文和電腦。我費了好多時間。現在我的英文___完了，電腦也___好了。我可以出去了。爸爸一定會說“是不是有____啊”，“要小心啊”，還會說“不要____回來啊”。其實我都是和_____在一起的，我自己有_____，知道幾點鐘該回來的。

父親部分：兒子真不錯！放了學自己知道做____。想和同學_____也會來告訴我。他總是怕我說他有約會。其實我是開玩笑的。還好我們兩人之間沒有_____。不過我還是得提醒他出門要____，他到底還只是個孩子。

V. 請把廣告內容翻譯成英文。

交通篇

I. Previewing

A. Guided questions

1. 你對於馬匹的認識有多少？你覺得一匹好馬必需具備什麼條件？
2. 你有買車的經驗嗎？一般人買車的時候都會看那些條件？
3. 你呢？你買車的時候最注重什麼？爲什麼？
4. 你覺得馬和汽車有什麼關係？

B. Predicting questions

1. 這可能是那一類的廣告？
2. 我們可能會看到什麼樣的畫面？
3. 我們也可能會聽到什麼台詞？
4. 我們或許會看到什麼動物？
5. 廣告裡的人大概會做些什麼動作？

II. Viewing

III. Report any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是賣馬的廣告嗎？

2. 廣告裡很多人在一起做什麼？
3. 他們要買車嗎？
4. 買車時我們要看血統嗎？汽車的血統是什麼？
5. 汽車的顏色是外表還是局部特色？
6. 廣告裡這位男士的主張是什麼？
7. 他的主張和別人的有什麼不同？
8. 他爲什麼會有這樣的主張？
9. 這是什麼牌子的汽車廣告？
10. 這種汽車是那一家公司代理的？

廣告內容

選車像選馬，
有人注重局部特色。
有人論血統，
當然，也有人看價格，取外表。
但我却主張，一定要親身駕馭，再做決定。
福斯 Jetta, 會給你驚奇的感受。
總代理，永業公司

生詞和用法

1. 注重 zhùzhòng "to lay stress on"
   中國人寫字的時候非常注重筆順。
   Chinese lay stress on stroke order when writing.

2. 局部 júbù "part"
你不能只顧局部和眼前。
You mustn't be concerned only with the partial and the immediate.

3. 特色 tèsè "distinguish features"
中國文化的特色是什麼?
What are the characteristics of Chinese culture?

4. 論 lùn "to consider; regard"
這兩件事根本不同，怎麼可以相提並論呢?
These two objects are entirely different; how can you consider them together?

5. 血統 xuětǒng "blood lineage"
他是有中國血統的美國人。
He is an American of Chinese descent.

6. 價格 jiàgé "price"
你認爲價格高的東西品質一定好嗎?
Do you believe that high price guarantees high quality?

7. 取 qǔ "to seek; choose"
這個人的工作態度不足可取。
The work attitude of this man is not what we seek.

8. 外表 wàibiǎo "appearance"
有美麗外表的人不一定有美麗的內在。
Those who are good looking do not necessarily have inner beauty.

9. 主張 zhǔzhāng "to advocate"
我主張對這件事進行討論。
I advocate carrying on discussion on this matter.

10. 親身 qīnshēn "personal"
這是我的親身經歷，你一定要相信。
This is my personal experience, you must believe it.

11. 駕馭 jiàyù "to drive, to control"
這匹馬不好駕馭。
This horse is hard to control.

12. 驚奇 jīngqí "surprising"
大家都對他的演說感到驚奇。
Everyone was surprised with his lecture.

13. 感受 gǎnshòu "feeling"
請你談談你對這部新車的感受。
Please tell us how you feel about the new car.

14. 代理 dàilǐ "agent"
我出國的時候，王經理就是我的代理。
When I am abroad, Manager Wang will be my agent.

Further discussion

1. 馬和汽車都是人類的交通工具，你認爲它們各有什麼特色？
2. 人類過去曾經使用過那些交通工具？你最喜歡那一種？爲什麼？
3. 如果沒有了汽車，我們的生活會是什麼情形？你會喜歡這樣的生活嗎？爲什麼？
4. 在二十一世紀裡，人類的交通工具可能會有什麼樣的改變？

Exercises

I. 是非題

1. 選車和選馬完全是兩回事。
2. 大家的看法都是一樣的。
3. 局部特色就是特別的顏色。
4. 馬匹的血統也就是牠的外表。
5. 價格高的車比價格低的車便宜。
6. 我們要親身做事時可以請別人幫忙。
7. “我”沒有開過一輛車以前是不會決定要不要買這輛車的。
8. 一個人的感受是要親身去體會的。

II. 填詞測驗

A. 選車__選馬，
有人_____局部特色
有人___血統

當然，也有人___價格，___外表
但我却___，一定要親身___，再做___
福斯 Jetta,會___你驚奇的感受!

B. 選車像選馬，
有人注重局部____
有人論____
當然，也有人看____，取____
但我却主張，一定要____駕馭，再做決定。
福斯 Jetta,會給你____的感受

III. 用下面詞組造句。

1. 像
2. 當然
3. 却
4. 再
5. 一定

IV. 請把廣告內容翻譯成英文。

真情篇

I. Previewing

A. Guided questions

1. 最近世界上發生了什麼重要的大事？
2. 最近你的生活裡有什麼重大的改變？
3. 你現在的生活和以前的有什麼不同？
4. 你喜歡這樣的改變嗎？爲什麼？
5. 世界上有什麼事情是永遠不會改變的？

B. Predicting questions

1. 這可能又是一個食品的廣告嗎？
2. 我們可能會看到什麼畫面？
3. 我們也許會聽到什麼台詞？
4. 這個廣告的背景可能是在什麼樣的地方？
5. 我們大概會看到幾個人？他們會是什麼關係？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼食品的廣告？
2. 這個廣告是幾個人的對話？

3. 他們是什麼關係？
4. 計程車司機是很友善的嗎？
5. 這位女士要去什麼地方？做什麼？
6. 他們很快就找到哪個地方了嗎？
7. 他們爲什麼找不到？
8. 爲什麼說這是個多變的時代？
9. 什麼才是不變的？
10. “道路施工”是什麼意思？
11. “禁止進入”是什麼標誌？

真情篇

廣告內容

A: “右轉第一個紅門靠邊停！奇怪，大門換了？”
B: “小姐，你多久沒有來了？”
A: “大概是下條巷子。”
B: “地址對不對啊？”
A: “我來過啊！”
B: “這路改來改去...”
C: “阿麗，這不是阿麗嗎？”
A: “阿姨！”

在多變的時代裡，不變的是真情。
元本山海苔禮盒！

生詞和用法

1. 右轉 yòu zhuǎn "to turn right"
   你要我向右轉還是向左轉？
   Do you want me to turn right or left?

2. 靠 kào "to keep to"
   請靠右邊走。
   Please walk to the right.

3. 邊 biān "side"
   請從這邊移到那邊。
   Please move from this side to that side.

4. 奇怪 qíguài "strange;odd"
   他這幾天看起來很奇怪。
   He looks very strange these days.

5. 換 huàn "to change"
   她最近換了新髮型。
   She just changed to a new hair style.

6. 大概 dàgài "Perhaps"
   我看他大概是不來了。
   I think he's probably not coming.

7. 巷子 xiàngzi "alley"
   這條街有很多條巷子。
   There are many alleys on this street.

8. 地址 dìzhǐ "address"
我上個星期搬家了，這是我的新地址。
I moved last week. This is my new address.

9. 改 gǎi "to change"
你能改變人生嗎？
Can you change life?

10. 阿姨 āyí "aunt, mother's side"
媽媽的姐妹是我的阿姨。
My mother's sisters are my ayi.

11. 多變 duōbiàn "changeable"
最近天氣多變，你要多小心。
The weather has been changeable. You have to be careful.

12. 時代 shídài "an era"
二十一世紀是太空時代。
The 21st century will be an era of space.

13. 真情 zhēnqíng "true emotion"
這首歌充滿真情，十分感人。
The song is filled with true emotion. It's very moving.

14. 海苔 hǎitái "sea weed"
海苔是黑色的，有人說它很好吃。
Sea weed is black. Some people say it's tasty.

Further discussion

1. 你在這個地方住多久了？你覺得這地方有沒有改變？是什麼原因造成這些改變的？
2. 你喜歡這樣的改變嗎？爲什麼？
3. 你認爲這是一個多變的時代嗎？那些改變是好的？那些是不好的？爲什麼？
4. 你認爲那些事情是永遠不會改變的？爲什麼？
5. 你能預測在最近你住的地方會有什麼樣的改變？你希望這些改變發生嗎？

Exercises

I. 是非題 (True "O" or false "X")

1. 這位女士要去拜訪一個人。
2. 她是坐公共汽車去的。
3. 和她說話的人是司機。
4. 她不太確定自己來過沒有。
5. 她要去的人家有一個大紅門。
6. 這家人住在大馬路旁。
7. 司機認爲她的地址可能不對。
8. 這裡的路改了很多次。
9. 她要找的人是她的阿姨。

II. 重組 (Rearrange the sentences in order to make a paragraph)

__1__好久沒看到姑姑了。
__我買了一個禮盒，上了一輛計程車，
__上個星期天，我打算去姑姑家好好聊一聊。
__我們轉來轉去，
__還好，最後是姑姑先看到了我，
__以爲很快就會到了。
__而且還多出了許多奇奇怪怪的商店。
__我把地址交給司機，
__不但好多房子不見了，
__一直找不到。
__沒想到，姑姑家的巷子全部都變了樣子。
__我的心裡很着急。
__他也不知道在那裡。
__要不然，我恐怕一整天都找不到呢！

III. 用“...來...去”改寫下面各句。

例：這條路改了很多次，我都不認得了。
這條路改來改去，我都不認得了。

1. 你不要這樣動，這是很危險的。
2. 我想了很久，最後我想起來了。
3. 我看了不少，還是你的心地最好。
4. 他們很認真的猜，却是一點兒也猜不出。
5. 我吃了這麼多，總覺得沒什麼好吃的。

IV. 翻譯(Translate the clip into English)

發明篇

I. Previewing

A. Guided questions

1. 在我們的日常生活中，那些東西是古人完全沒有的？
2. 電燈是誰發明的？
3. 電燈對於我們的生活有什麼重要？

B. Predicting questions

1. 猜猜看這是什麼產品的廣告？
2. 我們可能會聽到那些名詞？
3. 我們也可能會看到什麼樣的畫面？
4. 這個廣告或許和白天還是夜晚有較多的關係？
5. 我們可能會看到較多城市還是鄉村的鏡頭？

II. Viewing

III. Recall any 20 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼產品的廣告？
2. 這是世界性的產品嗎？
3. 這個產品已經有多少年的歷史了？
4. 這個產品可以替人們省電還是用電？

5. 這個牌子經常有新的產品出現嗎？
6. 什麼樣的地方會用到它的產品？
7. 什麼是事務照明？
8. 世人對這個牌子的的看法如何？
9. 一般來說，地球是由什麼照亮的？
10. 爲什麼廣告上說飛利浦也照亮了地球？

發明篇

廣告內容

聞名世界的飛利浦照明！
從 1891 年第一個鎢絲燈泡到今天。
高效率，省電照明。
百年來，飛利浦不斷創新產品，力求完美。從家庭，
到商店，辦公室，
以至於各種事務照明，都深受人肯定。
飛利浦照明，照亮地球一世紀。

生詞和用法

1. 聞名 wénmíng "well-known"
猶他州以風景聞名世界。
Utah is well-known for its scenery.

2. 照明 zhàomíng "lighting"
體育場裡有非常好的照明設施。
There are very good lighting facilities in the stadium.

3. 鎢絲 wūsī "tungsten filament"
這是個鎢絲燈。
This is a tungsten filament lamp.

4. 燈泡 dēngpào "bulb"
糟糕，燈泡燒壞了。
Oh no! The bulb is burned out!

5. 效率 xiàolǜ "efficiency"
我的工作效率很高。
I have very high work efficiency.

6. 省電 shěngdiàn "saving electricity"
這個冰箱非常省電。
This freezer really saves electricity.

7. 不斷 búduàn "continuously"
我不斷地告訴自己要努力。
I continuously tell myself to work hard.

8. 創新 chuàngxīn "to create"
他有創新的頭腦。
He has a creative brain.

9. 完美 wánměi "perfect"
天下沒有絕對完美的事。
There's no absolutely perfect thing in the world.

10. 辦公室 bàngōngshì "office"
辦公室裡的電話不斷地響。
The telephone in the office rings constantly.

11. 以至於 yǐzhìyú "as to"
他一心工作，以至於連飯都忘了。
He workd so hard that he even forgot his meals.

12. 事務 shìwù "business"
這個辦公室的事務很多。
There is a lot of business in this office.

13. 深 shēn "very; deeply"
我深知他的爲人。
I know very well about him.

14. 肯定 kěndìng "to approve; to regard as positive"
他的表現受到大家的肯定。
His performance was approved by everyone.

15. 世紀 shìjì "century"
現在是二十世紀末期。
It's now the end of the 20th century.

Further discussion

1. 電燈對我們的生活有什麼重大的影響？
2. 如果沒有照明設備，我們的生活將會是什麼情況？你能想像沒有電的日子嗎？
3. 我們日常使用的電是從那裡來的？你知人類有那幾種發電方式？
4. 你認爲我們應該節約用電嗎？節約用電可以從那些地方做起？

Exercises

I. 選擇題

1. 愛迪生是一位（1。聞名2.出名3.有名）世界的發明家。
2. 王先生做事又快又好，他有很高的工作（1.力量 2.經驗3.效率）
3. 我的母親也是一樣，她不但要快，還要（1.完全 2.完美3.完整）
4. 李先生在文學上的成就早已受到國人的（1.指定 2.肯定3.認定）
5. 現在（1.地球2.月球3.排球）上已經有五十億人口。

II. 依照例句改寫下面句子。
(Rewrite the sentences with 省事，省力，省錢，省心，省事)

例：你應該隨手關燈，這樣才不浪費電。
你應該隨手關燈，這樣才能省電。

1. 她一看到喜歡的東西就買，一點都不知道要少花錢。

2. 只要你用正確的方法，你就可以不費那麼多的力氣了。
3. 用機器做事可以少花很多時間。
4. 你多聽話，媽媽就會少操心了。
5. 我們一起分工合作，一定可以少費事。

III. 填詞測驗

聞名世界的飛利浦照明！從 1891 年第一個鎢絲燈泡到____.
高___，省電照明。百年來，飛利浦不斷創新___，力求___.
從家庭，到商店，辦公室，以至於各種____照明，都深受世人____。飛利浦照明，照亮地球一____。

IV. 請把廣告內容翻譯成英文。

老友篇

I. Previewing

A. Guided questions

1. 你有沒有很多的朋友？
2. 你和朋友們常常見面嗎？
3. 你們見面時都談些什麼？做些什麼？
4. 朋友來你家，你怎麼招待他們呢？
5. 西方人經常喝的飲料有那些？
6. 你覺得朋友是愈來愈多，還是愈來愈少？爲什麼？

B. Predicting questions

1. 這可能是什麼廣告？
2. 我們可能會看到什麼畫面？
3. 我們也可能會聽到什麼話？
4. 廣告裡的人或許會做些什麼動作？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼商品廣告？

2. 有幾個人在說話？
3. 他在對誰說話？
4. 他大約幾歲了？
5. 他以前曾經在那裡讀書？
6. 他以前喜歡咖啡嗎？常喝咖啡嗎？
7. 那時他的同學喜歡咖啡嗎？我們怎麼知道呢？
8. 現在他喜歡咖啡嗎？
9. 現在和以前有什麼不同？
10. 他喜歡現在還是以前的情形？爲什麼？

老友篇

廣告內容

“以前我在北大唸書的時候，
誰要是一煮咖啡，
大家都會聞香而來。
現在咖啡普遍了，朋友却少了。“

麥斯威爾咖啡禮盒

生詞和用法

1. 以前 yǐqián "before"
   我兩天以前還看到他的。
   I just saw her two days ago.

2. 北大 běidà "Beijing University"
北大是中國最有名的大學之一。
Beijing University is one of the most famous universities in China.

3. 唸書 niànshū "to study;to attend a school"
你在那個學校唸書啊?
Which school do you attend?

4. ...的時候 de shíhòu "when..."
我小的時候很愛哭。
When I was little, I used to cry.

5. 誰 shéi "who"
"是誰啊?" "是我啊!"
"Who's that?" "It's me."

6. 要是 yàoshi "if"
要是你不來，我就不去。
If you don't come, I won't go.

7. 一 yī "as soon as"
我一來就看到你了。
I saw you as soon as I arrived.

8. 煮 zhǔ "to cook; to make"
你每天煮飯嗎?
Do you cook every day?

9. 咖啡 kāfēi "coffee"
有些人每天一起來就喝咖啡。
Some people drink coffee as soon as they get up.

10. 都 dōu "all"
我都做好了。
I've finished them all.

11. 聞 wén "to smell"
聞聞看，這朵花真香！
Smell it. The flower is so fragrant!

12. 香 xiāng "good-smelling; aromatic"
你在煮什麼？好香啊！
What're you cooking? It's smells so good!

13. 普遍 biàn "common"
以前女人不進學校，現在她們唸大學是很普遍的。
Formerly, women didn't attend school. Now it is very common for them to go to college.

14. 却 què "but; on the contrary"
他很有錢，却一個朋友也沒有。
He has a lot of money, but not even one friend.

15. 麥斯威爾 mài sī wēi ěr "Maxwell"

16. 禮盒 lǐhé "gift-wrapped box"
這個糖果禮盒真大方！
This gift box of candy looks so good!

Further discussion

1. 你認爲朋友重要嗎？爲什麼？
2. 朋友有那些種？怎樣才能交到真正的朋友？
3. 你認爲廣告裡一同喝“咖啡”的是真正的朋友嗎？
5. 爲什麼現在咖啡普遍了，朋友却少了？
6. 在這個廣告裡，“咖啡”扮演了什麼角色？它有別的代替品嗎？

Exercises

I. 是非題 (True "O" or false "X")

1. 我以前在北大唸書。
2. 我以前很愛喝咖啡。
3. 我以前天天都煮咖啡喝。
4. 我煮咖啡的時候要通知我的同學。
5. 我的同學大部分都不喜歡喝咖啡。
6. 他們只喜歡聞咖啡的味道。
7. 以前咖啡不多，朋友却很多。
8. 現在咖啡多了，朋友也更多了。

II. 填詞測驗 (Cloze test)

甲 “以前我_北大唸書_時候，誰要是_煮咖啡，
大家_會聞香_來，現在咖啡普遍_，
朋友_少了”

乙 “以前我在北大___的時候，誰要是一煮___，
大家都會聞香而來，現在咖啡___了，
___却少了”

III. 造句 (Sentence making)

1. 以前_____
2. 要是_____
3. 大家都_____
4. 現在_____
5. 却_____

IV. 請把廣告內容翻譯成英文。

家庭篇

I. Previewing

A. Guided questions

1. 你結婚了嗎？你有一個小家庭嗎？
2. 結婚後，你喜歡和父母住在一起嗎？爲什麼？
3. 你認爲一個人結婚後應不應該和父母親住在一起？
4. 大家庭有什麼好處？什麼壞處？
5. 小家庭有什麼好處？什麼壞處？

B. Predicting questions

1. 這可能是什麼商品的廣告？
2. 我們可能會看到什麼畫面？
3. 我們也可能聽到什麼話？
4. 我們或許會看到幾個人？
5. 這些人可能是在什麼地方？

II. Viewing

III. Recall any 10 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是什麼商品的廣告？

2. 有幾個人在說話？
3. 他們是什麼關係？
4. 主角是新婚嗎？我們怎麼知道的？
5. 他們是在什麼地方？
6. 他們在做什麼？
7. 他們一共是幾代？
8. 他們喜歡新娘做的菜嗎？爲什麼？
9. 新娘的祕密是什麼？
10. 他們家用這個牌子的醬油有多久了？我們怎麼知道的？

家庭篇

廣告內容

三日下廚房
洗手作羹湯
未諳翁食性
先遣小姑嚐

“嗯，有媽媽的味道，
有媽媽的味道，
有媽媽的味道。”

一家烤肉萬家香！
萬家香醬油！

生詞和用法

1. 厨房 chúfáng "kitchen"
   甲：媽媽呢？
   乙：在厨房。
   A: Where's Mom?
   B: In the kitchen.

2. 洗手 xǐshǒu "to wash hands"
   洗手吃飯了！
   Wash your hands and have dinner!

3. 做 zùo "to fix; to make"
   媽媽在厨房做飯。
   Mom is fixing meal in the kitchen.

4. 羹 gēng "a thick soup" (old term)

5. 湯 tāng "soup"
   我喜歡蛋花湯。
   I enjoy egg drop soup.

6. 未 wèi "not" (formal)
   她還未婚。
   She's not married yet.

7. 諳 ān "be familiar with"
   他不諳水性。
   He's not familiar with the nature of water.

8. 翁 wēng "father-in-law" (ancient,formal)
這是家翁。
This is my husband's father.

9. 食 shí "food;eating"
我喜歡美食。
I enjoy good food.

10. 性 xìng "habit; nature"
我的性子不好。
I have a bad temper.

11. 先 xiān "first"
我先走了。
I'll go first.

12. 遣 qiǎn "to send, dispach" (formal)
是誰派遣你來的?
Who sent you here?

13. 小姑 xiǎogū "sister-in-law"
我先生的姐妹是我的小姑。
My husband's sisters are my sisters-in-law.

14. 嚐 cháng "to taste"
我來嚐一嚐。嗯，真好!
Let me taste it. Mmm, yummmy!

15. 味道 wèidào "taste; flavor"
味道真好!
It tastes good!

16. 家 jiā "house; home; family"
我家是三代同堂。
There are three generations living together in my family.

17. 烤肉 kǎoròu "to roast meat; to barbecue"
夏天到了。我們烤肉去!
It's summer. Let's have a barbeque!"

18. 萬 wàn "ten thousands; numerous"
十個一千是一萬。
Ten thousands make a "wan".

19. 醬油 jiàngyóu "soy bean sauce"
醬油的味道是鹹的。
The flavor of soy bean sauce is salty.

Further discussion

1. 這位新嫁娘是個很聰明的女子。我們可以從她做的那件事看出來?
2. "姑"是丈夫的母親, "小姑"是丈夫的姐妹, 在古代的中國, 她們都是家庭裡很重要的女人。請討論古代中國女人在家庭裡可能發生的問題。

Exercises

I. 是非題 (True "O" or false "X")

1. 新嫁娘是才嫁到這家的新娘子。
2. 這是一個大家庭。
3. 新娘必需做飯給一家人吃。
4. 她只會煮湯。
5. 她請小姑教她做飯。
6. 小姑就是新娘的姐姐或妹妹。
7. 新娘知道丈夫的媽媽愛吃什麼。
8. 新娘用的醬油就是這家人愛用的。
9. 丈夫的祖母沒吃過這個醬油。

II. 請用中文（個，十，百，千，萬，十萬，百萬）說出下面數目。 (Count the number in Chinese)

1. 350_____
2. 1,298_____
3. 40,756_____
4. 103,228_____
5. 2,477,089_____

III. 請把廣告內容翻譯成英文。

IV. 以新嫁娘的口氣敘述第一次做飯的情形。 (Speaking in the words of the bride, describe the first time you cooked a meal.)

168

報紙篇

I. Previewing

A. Guided questions

1. 你關心時事嗎？
2. 我們怎樣可以知道地方上和世界上發生的事情？
3. 最近世界上有什麼大事發生？
4. 最近我們城裡有什麼大事發生？
5. 你平時看報紙嗎？
6. 你看的是什麼報紙？
7. 這些報紙是在那裡發行的？
8. 這些報紙的特色是什麼？
9. 你喜歡某些報紙的報導嗎？
10. 你知道那些外國報紙嗎？

B. Predicting questions

1. 報紙和廣告有什麼關係？
2. 報紙在什麼情況下會爲自己作廣告？
3. 這樣的廣告可能會強調些什麼？
4. 可能會有什麼樣的畫面出現？
5. 發行量大的報紙也要作廣告嗎？爲什麼？
6. 什麼樣的報紙可以算是大報？
7. 什麼樣的報紙算是好的報紙？
8. 好的報紙和讀者，發行時間，地點，以及它的內容有什麼關係？
9. 你能大約猜出這則廣告的內容嗎？

II. Viewing

III. Recall any 10 words items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是那一家報紙的廣告？
2. 這個廣告使用什麼文字或語言？
3. 每天讀這份報紙可以知道世界大事嗎？爲什麼？
4. 這份報紙在那些國家發行？
5. 聯合報和聯合晚報有什麼不同？
6. 這個報系在美國的報紙叫什麼名字？
7. 在歐洲的叫什麼？
8. 在泰國的叫什麼？
9. 這個報系有一份報紙和商業有關，那是什麼報？
10. 時鐘代表什麼？
11. 地球代表什麼？

報紙篇

廣告內容

掌握世界的脈動，
有中國人的地方就有聯合報。
聯合報系，七大報紙，
二十四小時在全世界發行：

聯合報，聯合晚報，
經濟日報，民生報，
美國世界日報，
歐洲日報，
泰國世界日報。
環繞時鐘，環繞地球！
正派，創新，關懷。
全世界規模最大的中文報系，
聯合報！

生詞和用法

1. 掌握 zhǎngwò "to grasp; control"
   你能掌握未來嗎？
   Can you control the future?

2. 世界 shìjiè "the world"
   世界上有多少個國家？
   How many countries are there in the world?

3. 脈動 màidòng "pulse"
   你能感到他的脈動嗎？
   Can you feel his pulse?

4. 聯合 liánhé "unite;union"
   聯合國 the United Nations

5. 報 bào "newspaper"
報紙 newspaper
你平時看什麼報？
What paper do you usually read?

6. 發行 fāxíng "to publish; issue"
這是本地發行的報紙嗎？
Is the newspaper published locally?

7. 晚報 wǎnbào "evening paper"
晚報大多報導當天發生的事。
Usually, evening papers report news that happened during the day.

8. 日報 rìbào "daily paper"

9. 經濟 jīngjì "economy ; financial condition"
他的經濟情況不太好。
He is not in good financial condition.

10. 歐洲 ōuzhōu "Europe"
德國，法國，英國都是在歐洲。
Germany, France, and England are all in Europe.

11. 泰國 tàiguó "Thailand"
泰國的首都是曼谷。
The capital of Thailand is Bangkok.

12. 環繞 huánrào "to surround"
地球環繞着太陽轉。
The earth moves around the sun.

13. 時鐘 shízhōng "clock"
時鐘告訴人們時間。
Clocks tell us time.

14. 地球 dìqiú "the earth"
地球上有生命。
There is life on earth.

15. 正派 zhèngpài "honest; decent"
他是個正派的人。
He is a decent person.

16. 創新 chuàngxīn "to bring forth new ideas"
他是個勇於創新的人。
He is bold in bringing forth new ideas.

17. 關懷 guānhuái "to show solicitude for"
謝謝您的關懷。
Thanks for your concern.

Further discussion

1. 一般而言，報紙總是替別人刊登廣告，這份報紙爲什麼在電視上爲自己作廣告？
2. 廣告上爲什麼說“有中國人的地方就有聯合報”？這句話可能產生什麼效果？

3. “二十四小時在全世界發行”和“每天在全世界發行的意思是否相同？效果呢？
4. “民生”是什麼意思？“民生報”可能以什麼樣的內容爲主？
5. 這則廣告的音效和畫面有什麼關係？
6. 你認爲這是一則成功的廣告嗎？爲什麼？

Exercises

I. 是非題 (True or false)

1. 掌握世界的脈動是說瞭解世界上發生的事情。
2. 有中國人的地方就有聯合報是表示只有中國人才看得懂這份報。
3. 聯合報系一共有七大報紙。
4. 這七大報都是在同一個地方發行。
5. 美國世界日報和泰國世界日報是同一份報紙。
6. 聯合報系在歐洲發行的報紙叫作蘇聯日報。
7. “環繞時鐘”表示我們每天都可以讀到聯合報。
8. “環繞地球”表示聯合報的工作沒有一天停止過。
9. “正派”的報紙是好報紙。
10. “創新”表示這分報紙不是一成不變的。
11. 聯合報是全世界最大的報系。

II. 選出同義詞 Synonym

1. 這件事情全部都在我的掌握之內。
甲。注意 乙。控制 丙。瞭解

2. 在這裡你可以感到這個國家的脈動。
甲。生命 乙。建設 丙。進步

3. 這本書已經發行很多年了。
甲。著作 乙。計劃 丙。出版

4. 我的故鄉有兩條小河環繞着。
甲。圍繞 乙。環視 丙。彎曲

5. 他對我總是那麼關懷。
甲。懷念 乙。關心 丙。友善

III. 造句 Sentence making

1. 正派
2. 創新
3. 關懷
4. 環繞
5. 掌握

IV. 寫作 Writing

用“正派”，“創新”，“關懷”描述一個人，寫成一段文字。Use these phrases to describe a person in a paragraph.

V. 依照廣告的內容，以聯合報發行人的口氣完成下面敘述。
Complete the following passage as if you were the spokesman of 聯合報.

中國人　創新　世界　掌握　地方　發行　時鐘
關懷　正派　報紙

在邁向二十一世紀的今天，全___每個角落都有___。為了讓中國人能___世界的脈動，我們聯合報系在世界各地___了七大___。我們的目標是有中國人的___就有聯合報。因此，我們的工作必需像___一樣，永不停止。我們是一份___的報紙，決不報導不確實的新聞。我們要經常_____，以求改善。我們要成為一分真正_____中國人的報紙。

VI. 請把廣告內容翻譯成英文。

急救篇

I. Previewing

A. Guided questions

1. 你曾經受過傷嗎？那是什麼樣的傷？是怎麼發生的？
2. 你知道怎樣急救燙傷嗎？
3. 有人被燙傷時，我們要注意些什麼？
4. 那些人比較容易受到燙傷？
5. 燙傷對小孩子可能會有那些影響？

B. Predicting questions

1. 這可能是那一類的廣告？
2. 我們可能會看到什麼樣的畫面？
3. 我們或許會聽到什麼聲音？
4. 我們也許會看到幾個人？他們會是什麼關係？他們也可能會做些什麼事？
5. 這則廣告的目的可能是什麼？
6. 我們應該會從這則廣告學到什麼？

II. Viewing

III. Report any 20 items seen or heard in the clip.

IV. Fill in the CIS.

V. Comprehension questions

1. 這是藥的廣告嗎？
2. 這個小孩發生了什麼事？
3. 他爲什麼綁着繃帶？
4. 他的心情如何？
5. 爲什麼把燙傷比成被火紋身？
6. 牙膏和醬油可以治療燙傷嗎？
6. 什麼是錯誤的急救觀念？
7. 什麼是正確的急救方法？
8. 這則廣告的目的是什麼？
9. 我們可以從「燙傷手册」得到什麼知識？

急救篇

廣告內容

如果能夠能讓痛痛好起來，我會慢慢等待又等待，
我不是被火紋身的小孩，我不想要這樣子綁着繃帶。
如果能夠讓時間跑得快，我會乖乖忍耐又忍耐，
我不是被火紋身的小孩，我只想要把繃帶快快打開。
我不知道，怎能讓痛痛好起來？
我會不會變成被火紋身的小孩？
我好希望，做一個勇敢的小孩。
爸爸媽媽，還要多久，我才能走出來？

我的家庭真可愛，整潔美滿又安康。
兄弟姐妹很和氣，父母都慈祥。
雖然沒有好花園，春蘭秋桂常飄香。

雖然沒有大廳堂，冬天溫暖夏天涼。
可愛的家庭啊！我不能離開你，你的恩惠比天高。
燙傷事件中
急救錯誤
導致更嚴重後果
塗抹牙膏，醬油等方法
是錯誤的急救觀念
別讓錯誤的觀念
害了孩子
正確急救法

1. 傷口先沖水
2. 在水中取出衣物
3. 浸泡水中30分鐘
4. 覆蓋乾淨毛巾
5. 立刻送醫

「燙傷手册」提供您
正確預防，急救知識

Further discussion

1. 這則廣告以兒童爲主要對象。你認爲這有什麼特殊意義嗎？
2. 錯誤的急救觀念是怎麼產生的？就你所知，一般人還有那些錯誤的急救觀念？
3. 你認爲“可愛的家庭”這首歌在這裡有什麼作用？它可以給人們什麼啓示？
4. 你認爲什麼樣的家庭才是一個美滿的家庭？

生詞和用法

1. 燙傷 tàngshāng "scald"
   我的手被開水燙傷了。
   My hand was scalded by boiling water.

2. 急救 jíjiù "first aid"
   醫生正在給病人急救。
   The doctor is giving first aid to the patient.

3. 常識 chángshi "general knowledge"
   小學裡，老師教導的是正確的常識。
   In elementary schools, what teachers teach is correct general knowledge.

4. 紋身 wénshēn "tattoo"
   紋身是在身上刺上各種圖案。
   To tattoo is to mark various patterns on one's skin.

5. 綁 bǎng "to wrap/tie with"
   把鞋帶綁好。
   Tie your shoes well.

6. 繃帶 bēngdài "bandage"
   他受傷了，身上全是繃帶。
   He got wounded and was all wrapped up in bandages.

7. 忍耐 rěnnài "to exercise patience"
對於目前的情況你必需忍耐。
You must be patient with the current situation.

8. 勇敢 yǒnggǎn "brave"
士兵在戰場上勇敢作戰。
Soldiers fought bravely on the battle field.

9. 慈祥 cíxiáng "kindly"
我有慈祥的雙親。
I have kindly parents.

10. 美滿 měimǎn "happy;perfect"
他們的婚姻十分美滿。
Their marriage is perfectly happy.

11. 安康 ānkāng "health"
敬祝父母親大人安康。
Wishing (my) parents the best of health.

12. 和氣 héqì "politely;gently"
王先生對人一向很和氣。
Mr. Wang is always gentle to people.

13. 蘭 lán "orchid"
蘭花是新加坡的國花。
The orchid is the national flower of Singapore.

14. 桂 gùi "laurel"
桂樹只在秋天開花。
Laurels bloom only in autumn

15. 廳堂 tīngtáng "hall"
廳和堂都是大房間。
"Ting" and "tang" are both big rooms.

16. 恩惠 ēnhùi "favor"
父母親對我們的恩惠太大了。
The favors our parents have done for us are so great.

17. 浸泡 jìnpào "to soak"
把髒衣服浸泡熱水裡，你可以洗得更乾淨。
Soak the dirty clothes in hot water and you can wash them cleaner.

18. 覆蓋 fùgài "to cover"
冬天的山頭上都覆蓋着一層雪。
The mountains are covered with a layer of snow in winter.

19. 毛巾 máojīn "towel"
到海邊時不要忘了帶毛巾。
Don't forget to bring towels when you go to the beach.

20. 手册 shǒucè "handbook"
這本急救手册很有用。
This first aid handbook is very useful.

21. 提供 tígōng "to provide"
這家銀行提供非常好的服務。
This bank provides very good service.

22. 預防 yùfáng "to prevent"
預防勝於治療。
Prevention is better than cure.

23. 錯誤 cuòwu "wrong"
你這種態度是錯誤的。
Your kind of attitude is wrong.

24. 導致 dǎozhì "to cause"
這種方法將導致錯誤的結果。
This method will cause wrong results.

25. 嚴重 yánzhòng "serious"
他犯了非常嚴重的罪。
He's committed a very serious crime.

26. 後果 hòuguǒ "consequence"
誰也沒料到這樣的後果。
Nobody expected such a consequence.

27. 塗抹 túmǒ "to smear"
女人喜歡在臉上塗抹化裝品。

Women enjoy smearing comsmetics on their faces.

28. 牙膏 yágāo "toothpaste"
你用什麼牌子的牙膏？
What brand of toothpaste do you use?

29. 醬油 jiàngyóu "soy sauce"
做中國菜少不了用醬油。
Soy sauce is a must for Chinese cuisine.

30. 觀念 guānniàn "concept"
我們對於這件事的觀念是一致的。
We have similar concepts regarding this.

Exercises

I. 是非題

1. 這個小孩子喜歡玩火。
2. 因爲他不喜歡繃帶，所以他把繃帶打開了。
3. 他願意忍受痛苦。
4. 這是一個很乖的小孩。
5. 錯誤的急救經常會產生更可怕的後果。
6. 塗抹牙膏可以是傷口早些痊愈。
7. 父母親的觀念對孩子會有很大的影響。
8. 父母都是愛孩子的，所以不會有什麼錯誤的觀念。
9. 送醫之前必需有正確的急救方法。
10. 「燙傷手册」是關於手部燙傷的急救方法。

II. 填詞測驗

我的家庭真_____，整潔美滿又_____。
兄弟姐妹很_____，父母都_____。
雖然沒有好_____，春蘭秋桂常_____。
雖然沒有大_____，冬天_____天涼。
可愛的家庭啊!
我不能_____你，你的_____比天高。

III. 用下面的生詞填入句中

等待 忍耐 希望 能夠 正確 觀念
錯誤 嚴重 後果 提供 預防 知識

1. 我_____春天早日來到。
2. 請你_____一些你的看法。
3. 這個方法不_____，我認爲你應該再做一遍。
4. 再_____一下，我們就快要成功了。
5. 你爲什麼要這樣做，爲什麼不考慮_____呢?
6. 我和你的_____不同，我想我們很難做朋友。
7. 常常讀書看報紙可以增加我們的_____。
8. 爲了_____疾病，大家平時就要多運動。
9. 你不能再犯同樣的_____了。
10. 請稍_____我一會兒就回來。
11. 這件事很_____，我不能立刻作決定。
12. 只要你肯幫助，我一定_____做完。

IV. 用下面的字詞造句

1. 如果
2. 會不會
3. 雖然
4. 才
5. 還要

V. 請把廣告內容翻譯成英文

電視廣告調查表

甲。產品方面

牌子（公司）名稱＿＿＿＿＿＿＿＿＿＿

商品內容＿＿＿＿＿＿＿＿＿＿

價格＿＿＿＿＿＿＿＿＿＿

服務＿＿＿＿＿＿＿＿＿＿

其他＿＿＿＿＿＿＿＿＿＿

乙。消費者方面

買者＿＿＿＿＿＿＿＿＿＿

使用者＿＿＿＿＿＿＿＿＿＿

購買次數＿＿＿＿＿＿＿＿＿＿

丙。廣告語言方面

熟悉的字＿＿＿＿＿＿＿＿＿＿

新的字＿＿＿＿＿＿＿＿＿＿

特別的字＿＿＿＿＿＿＿＿＿＿

特別的效果＿＿＿＿＿＿＿＿＿＿

你會買（用）這個商品嗎？爲什麼？

＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿

APPENDIX D: TESTS

Lesson One
Name_____

The purpose of the test is to see how much progress you make from the class video activity. Please circle the best answer according to your knowledge. If you don't know the answer, please don't guess, just don't answer the question.

I Multiple Choice

1. *Kou xiang tang* is
   a. lollipop b. chocolate bar
   c. chewing gum d. none of the above

2. *Bu bian* is not to
   a. sell b. decide
   c. change d. none of the above

3. *Da baozhuang* means large
   a. size b. slice
   c. box d. none of the above

4. "Price" is
   a. *jiage* b. *chaopiao*
   c. *shumu* d. none of the above

5. When we have good news we say
   a. *hao banfa* b. *hao xiaoxi*
   c. *hao jihui* d. none of the above

6. Which instrument do Chinese people use to get others' attention?
   a. horn b. drum
   c. gong d. none of the above

II Performance

1. Please write numbers in Chinese from one to ten.

2. Please write in Chinese character whatever you've heard from the clip .

Lesson Two Name _____

The purpose of the test is to see how much progress you make from the class video activity. Please circle the best answer according to your knowledge. If you don't know the answer, please don't guess, just don't answer the question.

I Multiple Choice

1. People normally have *zaocan* at
   a. 7 a.m. b. 12 p.m.
   c. 6 p.m. c. none of the above

2. Which of the following compounds is a correct one:
   a. *zhenzhen* b. *henhen*
   c. *haohao* d. none of the above

3. The measurement word for a telephone call is:
   a. *ge* b. *tong*
   c. *gen* d. none of the above

4. *Dianhua* is a
   a. letter b. request
   c. telephone d. none of the above

5. When something is better than something else, we say it is
   a. *hen hao* b. *zhen hao*
   c. *geng hao* d. none of the above

6. Which of the following is synonym to *dique*?
   a. *zhen de* b. *shi de*
   c. *xiang de* d. none of the above

II. Performance

1. Explain *bao jiu xianru*.

2. What kind of drink do Chinese normally prefer? Hot? Cold? Why?

Lesson Three Name_____

I Multiple Choice

Circle the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. What do Chinese people usually do for holidays?

a. Go on vacation b. Go for family reunion
c. Stay home d. none of the above

2. *Gaosu gonglu* is

a. highway b. freeway c. public way d. none of the above

3. *saiche* is .

a. car accident b. car race c. car wash d. none of the above

4. When people visit someone, they usually bring

a. *xiaoxi* b. *liwu* c. *zazhi* d. none of the above

5. When someone is rather stubborn, we say that s/he has a mouth which is

a. *kuan* b. *luan* c. *ying* d. none of the above

II Performance

1. What is the traditional characteristics of a Chinese father?

2. And that of a mother?

3. Write any ten items of what you've seen/heard from the clip.

Lesson Four Name_____

I Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. A person named *Taisheng* is very likely born in

a. Shanghai b. Beijing c. Taiwan d. none of the above

2. *Dang nian* means

a. present b. future c. past d. none of the above

3. When we describe a person who really likes to eat , we say s/he is *hen*

a. *lan* b. *qiong* c. *chan* d. none of the above

4. If we know who a person is, we say that we

a. *renshi ta* b. *mingbai ta* c. *shuoming ta* d. none of the above

5. *Xiao pengyou* is usually referred to

a. babies b. children c. youth d. none of the above

II Performance

1. What do we mean by saying that you are your dad's *fanban*?

2. How do you interpret *xi nian lai*?

3. Write any ten items of what you've seen/heard from the clip.

Lesson Five Name_____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. A person who is near-sighted is sometimes called

a. *jinshi yan* b. *yuanshi yan* c. *xieshi yan* d. none of the above

2. *Juli* means

a. power b. distance c. joy d. none of the above

3. When someone is lying on his stomach, we say he is

a. *tang zhe* b. *kao zhe* c. *pa zhe* d. none of the above

4. The opposite of having much light is

a. *chi* b. *an* c. *hun* d. none of the above

5. The term for parents taking care of their children is

a. *zhaogu* b. *guanli* c. *xunlian* d. none of the above

II. Performance

1. According to your opinion, what may cause someone to have poor sight?

2. How can you prevent from having poor sight?

3. Write any ten items of what you've seen/heard from the clip.

Lesson Six

Name_____

I. Multiple Choice

Please circle the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. Which month is Chinese Moon Festival in?
a. 7th b. 8th c. 9th d. none of the above

2. Moon Festival is
a. *zhongqiu jie* b. *duanwu jie* c. *chun jie* d. none of the above

3. Moon Festival has something to do with
a. *xing xing* b. *taiyang* c. *yueliang* d. none of the above

4. During Moon Festival, Chinese people eat
a. *nian gao* b. *zongzi* c. *tang yuan* d. none of the above

5. When one is babbling or nagging, we say one is
a. *luosuo* b.*baoyuan* c. *chaonao* d. none of the above

II Performance

1. What kind of association do you get from ?

2. What do Chinese people usually do on Moon Festival?

Lesson Seven Name_____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. *Yeye* is

a. father b. grandfather c. great grandfather d. none of the above

2. *Yundong* means

a. animal b. melody c. dizzy d. none of the above

3. If a person is very healthy, we say s/he has *jiankang de*

a. *jingshen* b. *xinqing* c. *shenti* d. none of the above

4. If we did something easily, we say we did it *hen* _____

a. *fuza* b. *qingsong* c. *suibian* d. none of the above

5. When people die, they have no

a. *shengli* b. *shenghuo* c. *shengming* d. none of the above

II. Performance

1. Please name in Chinese or Pinyin some of exercises/sports that you know.

2. Write any ten items in Chinese or Pinyin that you've seen/heard from the clip.

Lesson Eight Name_____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. Winter comes. It's freezing outside, so you'd better put on ____ before going out.

a. *yangjing* b. *shoutao* c. *pidai* d. none of the above

2. If something is *yingxing*, it must be

a. lasting b. solid c. waterproof d. none of the above

3. When we ask someone to prove something, we are asking them to

a. *zhengming* b. *zhengque* c. *mingbai* d. none of the above

4. What of the following can be a measurement for hands?

a. *tao* b. *zhong* c. *shuang* d. none of the above

5. *Baohu* means to

a. strengthen b. nurse c. protect d. none of the above

II. Performance

1. Please list in Chinese or Pinyin some of the work you can do with your hands.

2. Write any ten items in Chinese or Pinyin that you've learned from the lesson.

Lesson Nine Name _____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. What is the best season for *xia quan*?

a. spring b. summer c. fall d. winter

2. *Guozhi* is

a. milk b. soda c. juice d. none of the above

3. "Fresh" means

a. *meiwei* b. *ziran* c. *xinxian* d. none of the above

4. *Shengyin* and *jiezou* are usually used

a. visually b. physically c. auditorially d. none of the above

5. When something is *shangshi*, it is

a. out of fashion b. in season c. out of stock d. none of the above

II Performance

1. How is the rhythm of the this clip? Fast or slow? What instrument is it from?

2. Name any 10 items that you saw in the clip in Chinese.

Lesson Ten Name_____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. *Dao* means a(n)

a. instrument b. island c. construction d. None of the above

2. When someone has a *yuehui*, we say s/he has a(n)

a. interview b. meeting c. date d. None of the above

3. Which of the following verbs can <u>not</u> complete the phrase "___ *yingwen*"?

a. *du* b. *nian* c. *xie* d. none of the above

4. If we ask someone to be careful, we may say:

a. *xiaoqi a!* b. *xiaoxin a!* c. *xiao yisi a!* d. none of the above

5. *Daigou* might mean
a. generation gap b. cultural shock
c. language barrier d. none of the above

II. Performance

1. What do you think a typical good Chinese teenager usually does in the evenings?

2. Write any ten items in Chinese or Pinyin that you've learned from the lesson.

Lesson Eleven Name_____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. Automobiles nowadays function like ___ before.

a. *gou* b. *ma* c. *ji* d. None of the above

2. When we *zhuzhong* something, we ___ it.

a. ignore b. adore c. emphasize d. None of the above

3. *Xietong* means ___.

a. unity b. contract c. pedigree d. none of the above

4. If we do something personally, we say *women* ___ *qu zuo*.

a. *nuli* b. *qinshen* c. *xinku* d. none of the above

5. *Jingqi de ganshou* means that something is _____

a. unexpected b. disappointing c. anticipated d. none of the above

II. Performance

1. Please write in Chinese/Pinyin what you will consider when you purchase an automobile.

2. Write any ten items in Chinese or Pinyin that you've learned from the lesson.

Lesson Twelve Name _____

I. Multiple Choice

Please circle the letter of the best answer according to your knowledge. If you are not sure about the answer, please leave it alone, don't try to guess.

1. He behaves _____ recently. I just don't see why.

a. *qiguai* b. *piaoliang* c. *xinku* d. none of the above

2. *Dizhi* is _____.

a. paper b. address c. map d. none of the above

3. An alley is _____.

a. *malu* b. *xiangzi* c. *jiedao* d. none of the above

4. Mother's sister is

a. *guma* b. *jiuma* c. *yima* d. none of the above

5. *Ting* is to _____.

a. stop b. start c. wait d. none of the above

II. Performance

1. How many dialects are spoken in this clip? What are they?

2. What does *gai lai gai qu* mean?

APPENDIX E: INDIVIDUAL STUDENT SCORES

INDIVIDUAL STUDENT SCORES

PRE-TEST SCORES, POST-TEST SCORES AND GAIN SCORES

	Week 1			Week 2			Week 3			Week 4		
	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
S1	0	6	6	5	6	1	1	5	4	1	5	4
S2	0	4	4	5	5	0	0	5	5	2	5	3
S3	2	4	2	3	6	3	1	4	3	1	5	4
S4	0	4	4	1	6	5	0	4	4	2	4	2
S5	1	5	4	2	6	4	0	5	5	2	5	3
S6	*	*	##	5	6	1	1	4	3	2	5	3
S7	1	5	4	1	6	5	1	3	2	2	5	3
S8	1	*	##	0	5	5	0	5	5	0	5	5
S9	3	6	3	1	6	5	0	5	5	3	5	2
S10	0	*	##	4	5	1	2	5	3	0	4	4

	Week 5			Week 6			Week 7			Week 8		
	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
S1	0	5	5	3	5	2	3	5	2	1	5	4
S2	1	5	4	3	4	1	2	5	3	2	5	3
S3	1	5	4	3	5	2	0	5	5	2	5	3
S4	1	5	4	2	4	2	2	4	2	1	5	4
S5	0	5	5	2	5	3	1	5	4	1	5	4
S6	0	4	4	1	4	3	1	5	4	0	5	5
S7	0	4	4	4	4	0	2	5	3	2	5	3
S8	0	4	4	1	3	2	0	5	5	1	5	4
S9	4	4	0	2	5	3	2	5	3	3	5	2
S10	0	5	5	0	5	5	3	5	2	1	5	4

	Week 9			Week 10			Week 11			Week 12		
	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
S1	3	5	2	1	5	4	2	5	3	2	5	3
S2	3	4	1	1	5	4	1	5	4	2	5	3
S3	*	*	##	1	5	4	2	5	3	2	5	3
S4	1	5	4	2	5	3	2	5	3	1	5	4
S5	3	5	2	0	5	5	1	5	4	2	5	3
S6	2	5	3	3	5	2	2	5	3	3	5	2
S7	1	5	4	3	5	2	2	5	3	3	5	2
S8	0	5	5	2	5	3	2	5	3	2	5	3
S9	3	5	2	2	5	3	2	5	3	2	5	3
S10	2	5	3	2	5	3	1	5	4	1	5	4

BIBLIOGRAPHY

Allen, E. D., & Valette, R. M. (1977). Teaching culture. *Classroom Techniques: foreign Language And English And a Second Language*. Chapter 12 (pp. 325-339). San Diego: Harcourt Brace Jovanovich.

Allen, E.D., Bernhardt M.T., Demel, B. and Berry M. (1988). Comprehension and text genre: An analysis of secondary school foreign language readers. *Modern Language Journal, 70,* 163-172.

Arcario, P. (1991). Criteria for selecting video materials. In S. Stempleski and P. Arcario (Ed.), *Video in Second Language Teaching: Using, Selecting, and Producing Video for the Classroom*. Teachers of English to Speakers of Other Languages, Inc.

Asher, J. (1972). Children's first language as a model for second language learning. *Modern Language Journal, 56*(3), 111-139.

Bacon, S. (1987), Mediating cultural bias with authentic foreign-language texts. *Foreign Language Annals, 20,* 557-564.

Bacon, S. and Finnemann, M. (1990), A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *Modern Language Journal, 74,* 459-473.

Baddock, B. & Kassel, G. (1991). Film, authenticity and language teaching. *Language Learning Journal 3,* 16-18.

Beatty, M. and Payne, S. (1984). Listening comprehension as a function of cognitive complexity: A research note. *Communication Monographs, 51* (1), 85-89.

Belasco, S. (1969). Towards the acquisition of linguistic competence: From contrived to controlled materials. *Modern Language Journal 53,* 185-205.

Belasco, S. (1972). Language teaching—help or hindrance. *The Canadian Modern Language Journal Review, 28,* 10-20.

Bensoussan, M. (1986). Beyond vocabulary: Pragmatic factors in reading comprehension—culture, convention, coherence and cohesion. *Foreign Language Annals, 19,* 399-407.

Bernhardt, E. and Berkemeyer, V. (1988). Authentic texts and the high school German learner. *Unterrichtspraxis 21,* 6-28.

Berry-Bravo, J. (1991). Tuning in to live Spanish-language broadcasts. *Hispania, 74,* 199-201.

Bouman, L. (1990). Veni, video, vici: Video in language teaching. *English Teaching Forum 28,* 8-11.

Brumfit, C. (1984). Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy. New York: Cambridge University Press.

Bush, M.D. and Crotty, J. (1988). Interactive videodisc in language teaching. In *Modern Technology in Foreign Language Education: Applications and*

Projects, Ed. W.F. Smith, 75-96. Lincolnwood, IL: National Textbook Company.

Capretz, P. (1989). A video-based system for the teaching of French language and culture. *The Journal of Educational Techniques and Technologies, 2,* 2-7.

Carrell, P. (1983). Three components of background knowledge in reading comprehension. *Language Learning, 33,* 183-297.

Carrell, P. (1984a). The effects of rhetorical organization on ESL readers. *TESOL Quarterly, 18,* 2-20.

Carrell, P. (1984b). Evidence of a formal schema in second language comprehension. *Language learning, 34,* 87-112.

Carrell, P. (1987). Content and formal schemata in ESL reading. *TESOL Quarterly, 21,* 461-481.

Chastain, K. (1971). The development of modern language skills: Theory to practice. *Language and the Teacher: A Series in Applied Linguistics, 14.*

Cisar, L. (1986). Using video movies in listening class. *TESL Reporter, 19,* 3-6.

Coleman, J. (1990). Starting with satellite: A basic guide to using off-air video recording in the language classroom. *Language Learning Journal, 3,* 16-18.

Davies, N. (1982). Foreign/Second language education and technology in the future. *NALLD Journal; (16)* 3-4, 5-14.

Galloway, V.B. (1980). Perceptions of the communicative efforts of American students of Spanish. *Modern Language Journal 64,* 428-433.

Galloway, V.B. (1989), Using authentic texts to develop cultural understanding. ACTFL Workshop. Greeley, CO, June 11-15, 1989.

Garcia, C. (1991), Using authentic reading texts to discover underlying sociocultural information, *Foreign Language Annals, 24,* 515-526.

Geddes, M. and White, R. (1978), The use of semi-scripted simulated authentic speech in listening comprehension. *Audiovisual Language Journal 16,* 137-145.

Gilman, R. and Moody, L. (1984), What practitioners say about listening:research implications for the classroom. *Foreign Language Annals 17,* 331-334.

Grellet, F. (1981). *Developing Reading Skills.* Cambridge, U.K.:Cambridge University Press.

Hall, E. (1977). *Beyond Culture.* Garden City, NY: Anchor Press/Doubleday.

Herron, C. (1991). The effect of authentic oral texts on student listening comprehension in the foreign language classroom. *Foreign Language Annals, 24* (6), 487-495.

Herron, C. and Morris, M. (1993). *Text-based versus Video-based Foreign Language Instruction: A Longitudinal Study.* Presented at 1993 Conference of the American Council of Foreign Language Teachers. San Antonio, TX. Pending publication.

Herschenhorn, S. (1978). Teaching listening comprehension using live language. In C. Marianne and M. Lois (Eds), *Teaching English as a second or foreign language* (pp. 65-73). Rowley, MA:Newbury House Publishers Inc.

Hughes, G. (1984) An argument for cultural analysis in the second language classroom. *American Language Journal, 2,* 38.

James, K., and Aldridge, C.G. (1990), What was old is made new again: Using technology to enliven language learning. *Hispania, 73,* 1171-1175.

Jensen, E.D. and Vinther. (1978). Video in foreign language teaching. *System 6,* 25-29.

Joiner, E.G. (1990), Choosing and using videotext, *Foreign Language Annals, 23(*1), 53-64.

Joiner, E., Adkins, P. and Eykyn, L. (1989), Skimming and Scanning with Champs-Elysées:Using authentic materials to improve foreign language listening. *French Review, 62,* 427-434.

Keienbaum, B. and Wety, S. (1986). *Communicative competence in foreign language learning with authentic materials.* Final Project Report (ERIC 275200).

Krashen, S. and Terrell, T. (1983). *The Natural Approach: Language Acquisition in the Classroom.* New York: Pergamon Press.

Lawrence, K. (1987). The French TV commercial as a pedagogical tool in the classroom. *The French Review, 60* (6), 835-844.

Larsen-Freeman (1986). Techniques and Principles in Language Teaching. New York: Oxford University Press.

Liddiard, R. (1987). *Native Language and Pre-questioning in Listening Comprehension Activities.* Brigham Young University, Thesis, 2.

Liskin-Gasparro, J. and Véguez, R. (1990). Teaching listening comprehension through video in first-year college Spanish. *IALL Journal of Language Learning Technologies, 23,* 37-49.

Lonergan, J. (1984). *Video in Language Teaching.* New York: Cambridge University Press.

Long, D.R. (1990). What you don't know can't help you: An exploratory study of background knowledge and second language listening comprehension. *Studies in Second Language Acquisition, 12* (1), 65-80.

Lund, R.J. (1990). A Taxonomy for Teaching Second Language Listening. *Foreign Language Annals.* 23 (2), 105-115.

Lund. R.J. (1991). A Comparison of Second Language Listening and Reading Comprehension. *Modern Language Journal.* 75 (2), 196-204.

McLaughlin, B. (1987). *Theories of Second Language Learning.* Baltimore, MD: Edward Arnold.

Manning, J. (1988). Using TV/Video as primary text in a foreign language classroom at the University of Colorado, Denver. *Foreign language Annals, 21,* 455-461.

Marchessou, F. (1990). The human factors in video-based language instruction. *IALL Journal of Language Learning Technologies, 23,* 51-56.

McCoy, I. R. (1990), Overcoming the teacher/technology gap: authentic video texts in foreign language instruction. *IALL Journal of Language Learning Technologies 23,* 25-36.

Miller, G. A. (1981). *Language and Speech.* San Francisco: W. H. Freeman and Company.

Morley, J. (1990). Trend and developments in listening comprehension: Theory and practice, in James E. Alatis, (Ed.)., *Linguistics, Language Teaching and Language Acquisition: the Interdependence of Theory, Practice, Research. Georgetown University Round Table on Languages and Linguistics 1990.* Washington, DC: Georgetown University Press.

Morrow, K. (1977). Authentic texts and ESP in 5. Holden Ed. *English for Special Purpose.* London: M.E.P. p. 15.

Nostrand, H. (1989). Authentic texts and cultural authenticity: An editorial. *Modern Language Journal, 73,* 49-52.

Omaggio, A. (1986) *Teaching Language in Context: Proficiency-Oriented Instruction.* Boston:Heinle and Heinle.

Otto, S. (1989). The Language Laboratory in the Computer Age. William Flint Smith, (Ed.). , *Modern Technology in Foreign Language Education: Applications and Projects.* Lincolnwood, IL: National Textbook Company, 13-41

Parkinson, D. (1987) Materials and media for Arabic language teaching. *Al-Arabiyya, 20,* 73-82.

Paulston, C. & Bruder, M. (1978). *Teaching English as a Second Language: Techniques and Procedures.* MA: Winthrop Publishers, Inc.

Phillips, J. (1988). Video in Language Teaching. Address at the 1988 PICS Conference Middlebury College.

Pimsleur, P. (1977). Speech rate and listening comprehension in viewpoints on English as a second language. In *Viewpoints on English as a Second Language in Honor of James E. Alatis.* M. Burt, H. Dulay, M. Finocchiaro (Eds.), New York: Regents Publishing Company Inc.

Prahbu, S. (1991). *The Dynamics of the Language Lesson.* Paper presented at the 25th Annual TESOL Convention, New York City.

Rivers, W. (1981). *Teaching Foreign Language Skills,* 2nd ed. Chicago:University of Chicago Press.

Rogers, C. and Medley F. (1988). Language with a purpose:using authentic materials in the foreign language classroom. *Foreign Language Annuals, 21,* 467-476.

Rubin, J. (1990), Improving foreign language listening comprehension, In James E. Alatis, (Ed.), *Georgetown University Round Table on Languages and Linguistics 1990.* Washington, DC: Georgetown University Press.

Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice* Reading, MA: Addison-Wesley.

Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly, 25,* 261-277.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics, 11,* 129-158.

Schulte, G. (1991). Murder in the classroom: An audiovisual alternative for intermediate level language instruction. *Die Unterrichtspraxis, 2,* 176-182.

Shane, H. and Silvernail, D. (1977). Foreign language study for a world in transition. in June K. Phillips, (Ed.), *The Language Connection: From the Classroom to the World.* (p. 7-22) ACTFL Review of Foreign Language Education, Volume 9. Skokie, IL: National Textbook Company.

Shepherd, D. (1990). Using videos to integrate the study of American short stories with English language programs. *English Teaching Forum, 28,* 17-20.

Shotton, R. (1991). Cultural studies in foreign language education. *Language Learning Journal, 3,* 68-70.

Stempleski, S. (1987). *Short Takes: Using Authentic Video in the English Class.* Paper presented at the Annual Meeting of the International

Association of Teachers of English as a Foreign Language. 21st, Westende, Belgium, April 12-14, 1987.

Swaffar, J. (1985). Reading authentic texts. *Modern Language Journal, 69,* 16-34.

Teng, S.H. and Liu, Y.H. (1992). *Short Chinese TV Plays.* Boston: Cheng & Tsui Company.

Therrien, M.G. (1973). Learning French via short wave radio and popular periodicals. *The French Review, 46,* 1178-1183.

Tomalin, B. (1986). *Video, TV and Radio in the English Class: An Introductory Guide.* London: MacMillan.

Tomalin, B. and Stempleski, S. (1990). *Video in Action: Recipes for Using Video in Language Teaching.* New York: Prentice Hall.

Vieira, N. (1987). *IALL Journal of Language Learning Technologies.* 1991, 23, (1), 54.

Widdowson, H. (1978). *Teaching English as Communication.* London: Oxford University Press, p. 80.

Wildner-Bassett, M. (1990). A video visit to the land of them: Commercials and culture in the classroom. *Die Unterrichtspraxis, 23,* 54-60.

Winitz, H. (Ed.). (1981). *The Comprehension Approach to Foreign Language Instruction.* Rowley, MA: Newbury House.

Wipf, J. (1988). Auditory cloze: Teaching listening comprehension skills creatively. *Journal of Educational Techniques and Technologies. 21* (1), 21-25.